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**Investigating The Use of Paraphrasing outside Classroom to
Develop Learners Academic Writing
A Case study of Master Students of English Biskra University**

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Declaration

I, Rachida DAGUIANI, hereby declare that this dissertation is my own work and has never been submitted to any institution or a university for a degree.

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Dedication

With love and eternal appreciation I dedicate this dissertation to my parents:

My father Abdelhamid for his extensive support not only to accomplish this work but also throughout my life.

My mother Feriha who has been always a source of motivation and taught me to persevere to achieve my goals

You are my inspiration

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Abstract

Writing academic English is one of the most demanding tasks students face particularly when they get to the final year of their study. Being concerned with this matter, we sought to investigate, in this study, the use of paraphrasing outside classroom to develop EFL learners' academic writing. Through this work, we proceeded to find out to what extent the use of paraphrasing outside classroom helps in attaining this objective and why EFL learners still produce unsatisfying academic writing. In accordance with our research questions, we hypothesised that developing paraphrasing outside classroom develops EFL learners' academic writing, and the lack of practice affects negatively on that skill. Based on a Mixed- methods approach, 26 first year Master students from Biskra University (Algeria) volunteered to be participants in the quasi-experiment, besides to filling in a questionnaire. Ultimately, and regarding the results obtained, the achieved paraphrasing performances through outside classroom exercising resulted in an improvement in the participants' academic writing. Such a result confirmed our first hypothesis. Concerning the second hypothesis, what is ostensible, the revealed students' dissatisfaction with their academic writing was due to a lack of practice outside classroom according to most of the participants. Like the first hypothesis, the second was also confirmed. Overall, as a fundamental recommendation, this study indicates that the use of paraphrasing outside the classroom could be an effective strategy to develop EFL learners' academic writing.

Key words: Academic writing, EFL, hypothesis, lack of practice, outside classroom, paraphrasing

List of Abbreviation and Acronyms

APA: American Psychological Association

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorat

RH: Research Hypothesis

RQ: Research Question

SPSS: Statistical Package for the Social Sciences

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ملخص

General Introduction

It is commonly known that to master English as a foreign language (EFL), learners need to be skilful enough at the four language skills, namely: Listening, reading, speaking and writing. The latter deems to be the most important since it is an integral part of the most assessment opportunities at academic institutions, and also used as an efficient tool for publications. In fact, Academic writing is considered as a major concern and a challenge for both native and non-native speakers since it requires much time, effort, and practice.

Being contended with what the teachers provide them as knowledge within the boundaries of the classroom is the main learners' attitude which restrains them from achieving academic writing proficiency. Their efforts which are limited to compulsory tasks are made just before the examinations as the mark enormously matters. They are not fully using their own will power to develop their writing skill, in general, and the academic one, in particular. Also, the time allocated for this skill appears not to be sufficient enough to allow such learners to get a meaningful level to do academic writing for defined purposes.

Inside and outside classroom language learning are combined and have the same aims. A proportional time should be allotted outside in correspondence with the type of courses. In this way, paraphrasing strategy outside classroom will eventually improve learner's academic writing ability. To paraphrase a text, the learner is bound to deeply understand it in details prior to do the next step of restating the information in his/her own words. The nature of this work-process which involves, in addition to writing, reading comprehension, vocabulary and grammar, requires effort and concentration. By doing selected exercises and answer checking, the learner will build up his/her academic writing skill and gain self-

confidence which can make him/her in a safe position, away from the unethical practice of plagiarism.

1. Statement of the Problem

Despite the fact that EFL learners at Biskra University take written expression courses throughout three academic years of study (Licence), still they do not achieve the expected level of academic writing. The teachers have been complaining about the poor academic production of their students whose inadequate academic literacy is not only characterised by virtually all the major linguistic problems, inappropriate use of vocabulary, poor organisation, and weaknesses in content they exhibit, but it seems that behind this phenomenon stands a problem of lack of practice outside the classroom as well.

In fact, the relatively unsatisfying achievement level strongly disapproved by both learners and teachers is due to many rooted factors, such as the critical age at which English language learning starts at middle school and the small number of hours devoted to English learning. Our work points up the inappropriate use of the finite time outside classroom which we consider as an opportunity, to take the most of it, in order to raise the learner's level. If it is filled with paraphrasing practice by using the different available tools, we expect an improvement in the learner's academic writing to a certain amount which will be found out through our investigation study.

Given that writing academic English is one of the most demanding tasks students face and it is hard to write a university essay without paraphrasing skills, we believe that it is interesting to put the matter into practice and see after the results and analysis how both the learners' academic writing and paraphrasing skills have been developed, and also examine the effects of the latter on the first.

2. Research Questions

This research seeks to answer the following research questions:

RQ1: To what extent does the use of paraphrasing outside classroom develop EFL learners' academic writing?

RQ2: Why do Master students still produce unsatisfying academic writing?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: Developing paraphrasing outside classroom improves EFL learners' academic writing.

RH2: Learners' lack of academic writing practice outside classroom impacts negatively on their level of academic writing.

4. Aims of the Study

- **General Aim**

This research aims to develop the academic writing skill of Master students at Biskra University.

- **Specific Aims**

In specific aims, the present study seeks to:

- investigate to what extent paraphrasing improves EFL learners' academic writing;
- encourage learners to adopt paraphrasing as a tool outside classroom to improve their academic writing in their personal educational life; and
- develop learners' positive attitudes towards academic writing achievement.

5. The Research Methodology for this Study

This section includes the research methodology of this study and broadly divided into subsections.

5.1 The Research Approach

Seeking to investigate the use of paraphrasing outside the classroom to develop EFL learners' academic writing, this study employed both quantitative and qualitative methods. The employment of a Mixed-methods approach consolidates the investigation and hence helps to get more valid results.

5.2 The Research Design

The selected designs for this study are: a quasi-experimentation and a case of study. The latter concerns Master students.

5.3 Data Collection Methods

Based on the nature of our research, a test was carried out to evaluate the effects of paraphrasing on developing students' academic writing. The second tool is a questionnaire which was distributed to the respondents to gain insightful ideas on their attitudes, habits and opinions.

5.4 Population and Sample

- **Population**

Master students of English at Biskra University were chosen as a population of our research due to the fact that after being graduated (Licence degree) still, the students' academic writing is relatively unsatisfying and consequently requires by all means to be

improved. At this post-graduation stage, they are supposed to produce an adequate academic writing for their dissertations, as well as other academic tasks.

- **Sample**

Based on a convenience sampling, 30 students were selected from Master One students. According to this technique, the sample members were volunteers and were taught by our supervisor. The sample used is a group of 30 students.

6. The Significance of the Study

Countless researches have investigated the developing of EFL learners' academic writing within different classroom contexts. However, our research study significantly focuses on outside classroom practice of paraphrasing as an exercise tool. The environment is encouraging with regard to the extent of time allowed combined with the developed self-reliance. Also, the present research attempts to identify how effective is the employment of a practical process during the academic year. On the basis of it, some recommendations are suggested. The selected paraphrasing exercises with answers used in our research were at hand for the students interested in improving their academic writing.

7. The Choice of the Writing Style

As a complete style and guideline for writing, we opted for the APA (American Psychology Association), 6th edition. It is the proper writing style in social science field (Drakeford, 2005), as “the APA guidelines address a number of details far greater than margin width, font, and spacing” (Drakeford, 2015, p.146)

8. Structure of the Dissertation

This dissertation consists of Two Main Parts: A Theoretical Part and Practical one. The Theoretical Part includes two chapters that provide a reviewing of the relevant

literature. Chapter one covers an overview of academic writing, and chapter two presents the paraphrasing process in writing. However, Chapter Three analyses and interprets the data gathered from both tests and questionnaire.

Chapter One: Academic Writing: An Overview

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Introduction

- 1.1 Academic Writing: Definitions
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Introduction

This chapter presents an overview of academic writing where we will discuss its definitions, importance, features, basic conventions, approaches, types of academic papers and finally the neglected part by many learners, referencing and documentation. Learners should comply with these elements in order to at least achieve an acceptable level of academic writing. Mastering academic writing means being able to produce a clear text with an appropriate logical structure maintaining grammatical control and accuracy. It is showing a comprehensive and reliable mastery of a wide range of language to formulate thoughts precisely eliminating ambiguity.

1.1 Academic Writing: Definitions

Academic writing is commonly defined as a genre of writing in which the writer uses formal language. Oshima and Hogue (2007) stated that academic writing is a formal writing used in high school and college classes where using slang, abbreviation, contraction and incomplete sentences is not allowed unlike creative and personal writing genres. Also, most of the definitions agree with the fact that these conventions and rules make academic writing uneasy task both to native and non-native English speakers whose generally spoken English differs significantly from the academic writing to be accomplished in compliance with the corresponding rules.

Pak-TaoNg (2003) defined academic writing as, “a kind of writing that scholars or academics produce (as philosophers, historians, social scientists, natural scientists, and so forth)” (p.11). This definition highlights the various fields involving academic writing at a certain high level of studies and research. Academic writing covers a wide range of materials including essays, dissertations, theses, articles, books, research papers,

conference papers and reports (Kirton, 2012; Geyte, 2013). The two authors provided an exhaustive list of materials in which learners are interested in producing.

However, Bailey (2003) and Hogue (2008) restricted academic writing in educational setting context to college classes where the audience is the teacher and the classmates, adding that it requires some skills including sentence structure, organization, grammar and punctuation. Academic writing is therefore a form of evaluation that leads the learner demonstrates knowledge and shows proficiency with certain disciplinary skills of thinking, interpreting, and presenting. Furthermore, Badley (2009) re-conceptualised academic writing as:

a set process which overlaps considerably with researching itself and, indeed, which may contribute dynamically to knowledge making...this includes a consideration of, for example academic writing as constructing, deconstructing and reconstructing knowledge, connecting, disconnecting and reconnecting concepts, describing and re-describing our views of the world, as well as shaping, mis-shaping and reshaping ideas (p.209).

Writers apply some processes within academic writing. They read critically as academics in order to collect data, select words and sentences and reconstruct knowledge which refers to the writing process. These processes help to collect, evaluate, interpret, and synthesise important educational materials (Badley, 2009).

1.2 Importance of Academic Writing

Academic writing is the primary form of communication in academic settings. Hammann (2005) set a number of educational goals that academic writing is assigned for, including primarily assessing knowledge. Generally, the purpose of a lecture is learners'

understanding of the topic content. Whereas, in examinations, generally assessing learners is not centred only on the content or the knowledge, but also on their academic writing in which learners express their understanding to further extent relying on this writing style through which substantial and broader information are supplied. Depending on their academic writing practice intensiveness, learners progress leads them to present clearly their ideas and convincing arguments enriched with appropriate wording to finally convey their message as precisely as possible. Being applied intensively whenever and wherever conditions are present, academic writing contributes significantly on their assessment (Hamman, 2005).

In our educational context, EFL learners are required to write research papers, essays, reports and other kinds of formal papers in order to fulfill academic works, such as dissertations, thesis, conferences and publications. Monippally and Pawar (2010) clarify the importance of academic writing stating that, “A good academic writing may help a researcher to convey his research process and outcomes more adequately and to fulfill the requirements of science and research” (p.30). We understand that academic writing is an effective skill with regard to transmitting researcher’s achievement within the scientific and research requirements.

According to Schafersmen (1991), academic writing is the most efficient way to teach critical thinking, and the latter explained, “writing forces students to organize their thoughts, contemplate their topic, evaluate their data in a logical fashion, and present their conclusions in a persuasive manner” (p.7). In other words, learners proceed with steps: organizing ideas, evaluating arguments, revising and editing. Besides, they may use their judgments to evaluate their own text and make necessary changes to express their ideas clearly to the readers. The whole writing process helps students to develop their thinking skills and canalize their selected ideas in an active way (Schafersmen, 1991).

To conclude, academic writing is largely considered as a multifunctional tool in higher education teaching and learning situations. Students' success at university is mainly measured through academic writing, a required tool by the instructors to determine to what extent students have understood and learnt about a particular academic subject. Thus, it is regarded as a tool used to evaluate the quality of students' thinking, in particular, and learning in general.

1.3 Characteristics of Academic writing

Academic writing is a particular writing style used for academic purposes. To accomplish an academic paper, it is required to comply and obey to certain characteristics and rules respectively. Many researchers including Hamp-Lyons and Heasley (2006), Greetham (2001), Hinkel (2004) and Starkey (2004) discussed those characteristics differently. Starky (2004) demonstrated those characteristics which have been outlined under four aspects: organization, clarity, word choice and mechanics in addition to the last element, cohesion and coherence added by Hinkel (2004).

- **Organisation**

Academic writing needs the proper concentration of the writer to create a masterpiece of writing based on organisation and structure background. Well organised written paper can be better understood compared with the one devoid of such a characteristic.

The consecutive steps of writing process are: prewriting, drafting, revising, editing, and publishing (Donohue, 2009). Prewriting is the critical first step in writing an academic paper. Its informal forms such as free writing, brainstorming and mapping help to collect and clarify ideas that consequently result a better final product (Starkey, 2004). Some of these strategies tend to be more appropriate to long essays like dissertations; whereas, others may be used while writing short time assignments. Before engaging on writing,

these strategies need to be organised through certain effective ways. For instance, one may use outlines or pyramid charts that help to determine the relationships between ideas and their importance moving from the most important to the less one (Starkey, 2004).

However, Greetham (2001) emphasised on the importance of the structure of academic writing. He states that the introduction should cover the writer's outline about the main points which will be discussed. Then, in order to develop a well planned and coherent piece of reasoning, each paragraph has to be linked to the previous one and all together to the introduction. After all, a concluding paragraph may consist of personal opinion, summarising the main points, restating the theme or as a best conclusion to suggest wider implications. Greetham's statement is in concordance with figure 1.

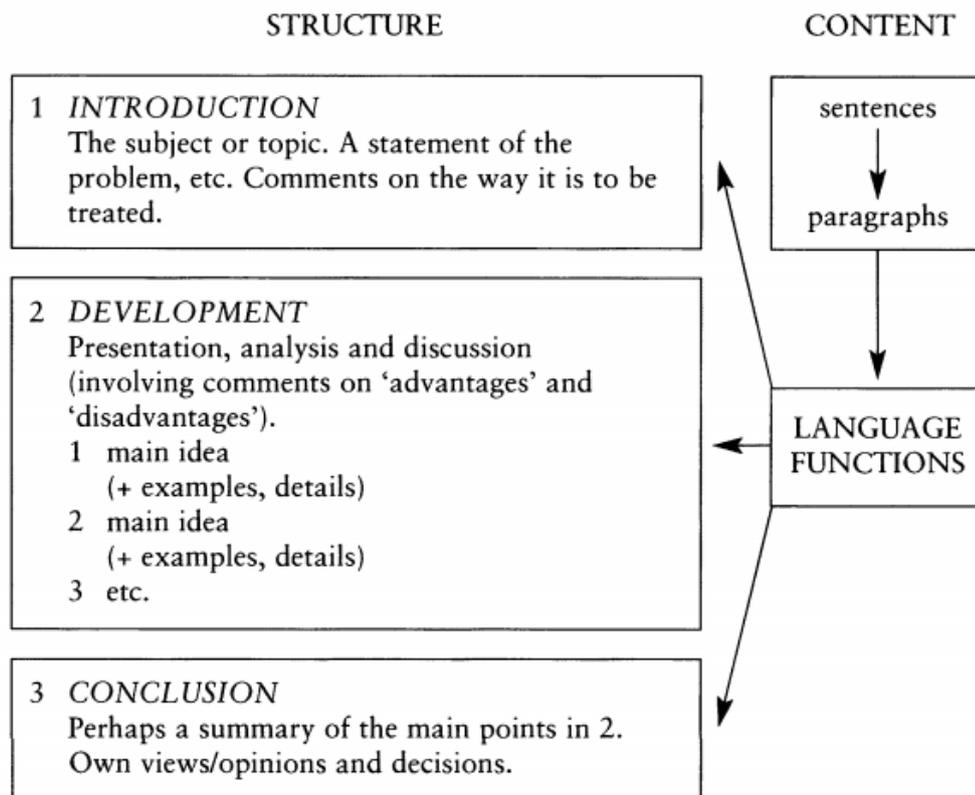


Figure 1.1: Academic writing structure (Source: adapted from Jordan, 1999, p.9)

Jordan (1999) said that most academic writing pieces have the same structure: introduction, development of main ideas, and conclusion and it is clear from figure 1 what each part should consist of.

- **Clarity**

Clarity is an essential element to a successful academic writing. The goal of the writer will be achieved if the readers fully understand the presented piece of writing and are eager to carry on reading it till the end as far as clarity characterises the text (Starkey, 2004). In other words, a clarity lacking text is not only difficult to understand but restricts the reader to continue reading. Starkey (2004) pointed out some guidelines to accomplish clarity while writing.

First, eliminating ambiguity is a major element to keep the reader unconfused about the intended meaning. According to Crystal (1991), ambiguity is, “A term referring to a word or sentence which expresses more than one meaning” (p.22). For that reason, what is written should be understandable for the reader as the writer perceives. Another factor affecting clarity is being precise. Thus, Starkey (2004) suggested using modifiers by adding powerful and specific adjectives and adverbs, and pinpointing that is replacing vague words and phrases with specific ones. Therefore, he added that wordiness and repetition should be avoided to accomplish a concise work through eliminating irrelevant words and phrases, and using the active voice whenever possible.

- **Word Choice**

Writers need to think carefully about choosing words while writing. When a writer fails in using the appropriate relevant words to convey information; consequently, readers might not understand the intended meaning.

According to Starkey (2004), both denotation and connotation meanings must be considered when making word choice. The former refers to the literal or primary meaning of a word or the meaning found in the dictionary (Nazario, Borchers & Lewis, 2010). Whereas, the latter refers to the secondary associated meaning that a word evokes including emotions, cultural assumptions, and suggestions. Starkey (2004) insists on that the writer should be sure of the denotative meaning of a word to use it correctly avoiding homonyms confusion, and the connotative meaning should be considered to convey the intended meaning.

- **Mechanics**

According to Starkey (2004), mechanics refer to conventions that mainly include grammar, punctuation, capitalisation and spelling. Applying the rules of those components properly makes writing clear and accurate.

It is unnecessary to be a strict grammarian to write well, but it remains an essential component in academic writing in particular and in language in general. He emphasised on the correct usage of grammar rules, such as: Parts of speech, tenses, sentences, clauses and phrases that lead to a clear and accurate writing. Unlike Starkey (2004), Kane (2000) separated grammar from mechanics. He referred mechanics to the appearance of words, to how they are spelled and arranged on a paper. According to him, punctuation, capitalisation and spelling consist of arbitrary conventions, such as beginning a sentence with a capital letter and ending with a full-stop punctuation (period, question mark, or exclamation point), and spelling requires that the word “beautifully” has two ls as an example .

Mechanics conventions in general make writing consistent, clear and meaningful in content. However, mistakes whether in grammar or mechanics as a whole blur the meaning of the written work and make the reader confused.

- **Cohesion and Coherence**

Cohesion and coherence are two fundamentals in academic writing which guide the reader and make a piece of writing easily comprehensible. According to Hinkel (2004), “cohesion refers to the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way” (p. 279). Cohesion therefore could be achieved through grammatical cohesion and lexical cohesion such as using conjunctions and repetition respectively (Haliday & Hasan, as cited in Tanskanen, 2006). However, to achieve coherence, relevance and an effective order are two essential elements in which every single idea must be relevant to the main topic and all of the ideas must be organised in a logical order of importance (Kane, 2000).

1.4 Conventions of Academic Writing

There are certain conventions that must be followed in academic writing which are often implicit, and students are expected to gain a grasp of academic literacy without necessarily being given instruction in how to utilise these conventions. According to Peterson (2008), writing conventions help readers to understand writer’s written work. The following table represents the basic conventions of academic writing related to what writers must do and not to do.

Table1: Basic Conventions of Academic Writing (Source: Björk, Knight, & Wikborg, 1992, as cited in DOs & DON'Ts., n.d., Osmond, 2016).

| Don't | Do |
|---|---|
| Use slang, jargon, colloquialism, archaic and emotive language. | Use formal language. |
| Use contractions (shortened verb forms) such as they're, isn't, can't. | Use full verb form instead, e.g. they are, is not, cannot. |
| Use personal pronouns e.g. I, you, we (unless specifically required). | Be non-personal, e.g. It should be possible for everyone to compete. |
| Plagiarize | Provide references whenever using others' ideas |
| Making assumptions or giving opinion (unless specifically asked). | Be objective |
| Use common vocabulary, such as a lot, nice, the other thing. | Make more formal vocabulary choices, e.g. a great deal, attractive/ advantageous, the other issue/problem/notion/idea/topic |
| Use conversational phrases, such as Well, you see, Yes..., an let's move on. Use interjection such as Wow! Oops! | Use appropriate connectors and introductory phrases. |
| Use bullet points or lists, unless it is in a report. | Use complete sentences and link them into logical paragraphs. |
| Remove repetition and redundancy. | Be clear and concise. |
| Pose direct questions in the running text that is, do not write, for instance Can carbon emissions be reduced? | Convert questions into statements, for example, The possibility of carbon emissions being reduced is questionable. |
| Mix words and numbers unsystematically. | Use words for numbers nine and below and numbers for 10 and above. |
| Make assertions without evidence. | Avoid vagueness and ambiguity. |
| Use phrasal verbs such as get up, put into and find out. | Use formal single verbs such as rise, contribute and discover. |

1.5 Approaches of Writing

A number of different approaches have been used over years to teach writing. Product approach, process approach and genre approach are the major ones set by Harmer (2001) to helping learners to develop their writing strategies in order to become effective writers. He added that these approaches could be used both inside and outside classroom as learners can adopt them to practise writing individually.

1.5.1 Product approach

It is a traditional approach which predominantly focuses on the final writing draft and result. Learners are encouraged to mimic a model text, which is usually presented and analysed at an early stage (Steele, 2004). They are supposed to read the sample text, and then highlight its features to be able to produce their own composition through imitation. Hyland (2003) stated:

This orientation was born from the marriage of structural linguistics and the behaviorist learning theories of second language teaching that were dominant in the 1960s (Silva, 1990). Essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher (p.3).

Basically, the main objective of this approach is to acquire linguistic knowledge. Writing is seen as a product of the writer's appropriate use of vocabulary, syntax, and cohesive devices that is a result of imitating model texts. Additionally, Hyland (2003) described four stages for learning writing. Starting with the familiarisation stage in which learners get acquainted with different features of a text, and then in the controlled stage, they practise writing skill to be ready for guided writing and free writing stages where they

use the writing skill as a part of genuine activities, such as writing essays. Still, the product approach is criticised in terms of the ignorance of writing process and content.

1.5.2 Process approach

The process approach was evolved as a reaction to the product approach. Unlike the latter, “process approach pays attention to the development of good writing practices rather than the imitation of models” (Tribble, 1996, p. 160). The learners have freedom to write their own original production. This approach assumes that writers need to consider various stages to produce any piece of writing (Harmer, 2001). In fact, there are different views about the stages that writers should follow. Boardman and Frydenberg (2008) presented the following figure that illustrates the stages of writing process:

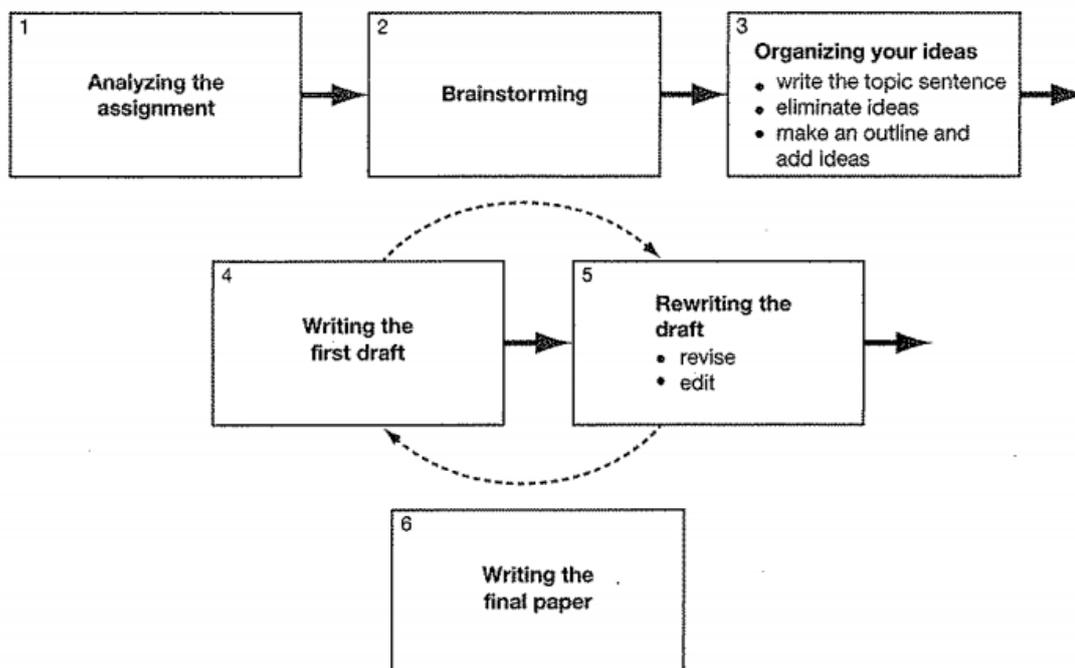


Figure 1.2: The Writing Process (Source: adapted from Boardman & Frydenberg, 2008, p.31)

When analysing the assignment, the writer should understand the topic very well prior to move to brainstorming step where the writer “...simply notes down as many ideas as

possible about a topic, in words or phrases” (Creme & Lea, 2008, p.19). This can be in form of a list, mind map, or free writing. Then, moving to the next step of organising ideas in which the writer selects the relevant ideas and eliminating the irrelevant ones. The two next steps, writing the first draft and rewriting the draft, are done recursively in a way that the writer while revising and editing can return to the first draft to change or add some ideas before writing the final draft which should be afterwards revised and edited. Although this approach could be time-consuming, it provides refined product.

1.5.3 Genre approach

This approach is deemed to be an extension of product approach. It emphasises on models and key features of texts written for a particular purpose as explained by Hylland (2003), “The central belief here is that we don’t just write, we write something to achieve some purpose” (p.18). In addition, learners have to be aware of language use in a specific genre they write. As an example, when learners want to write about business letters of various kinds, it is necessary to read a typical a model of such letters before starting writing (Harmer, 2001). Cope and Kalantzis (1993) have developed three stages through which genre writing can be performed by teachers and learners.

- **Modeling**

This stage focuses on introducing a particular genre model of text. Through the model text, teacher and learners investigate the cultural context, social function, schematic structure, and linguistics features of a text.

- **Join construction**

Teacher and students construct texts that are similar to the selected text of the previous stage. The elements that should be considered while instruction are: schematic structure,

linguistic features and knowledge of the field of the text.

- **Independent construction**

Using their knowledge of the previous stages, learners produce their own text without teacher's support.

This approach argues that students can only produce a composition to be successfully accepted by a particular English-language discourse community once they take the context of a text into account into their own writing papers. In fact, genre approach helps learners to become successful writer either in their academic environment or professional one, as also Harmer (2001) has mentioned, it is more appropriate for students of ESP (English for Specific Purposes).

1.6 Common Types of Academic Papers

During the academic years, learners meet tasks of writing where different genres of writing are required. Academic writing tasks are the most demanding ones which are generally part of the curriculum and learners need in their future career. Learners then should be aware of which type of papers they must write academically. Below are the common types of academic writing papers stated by Monippally and Pawar (2010).

1.6.1 Academic research papers

Wolny (2018) defined research paper as an expanded essay in which one collects information from online or physical sources such as articles and books, and present it in a clearly organised way. Research papers can be articles submitted to an academic journal for possible publications (Monippally & Pawar, 2010). Two categories of research papers presented by the previous authors are: conceptual research papers and empirical research papers. The former refers to using other theories in order to construct a new theory.

A conceptual research paper can take various forms that its outcomes emphasise on building hypothesis and reviewing knowledge. Empirical research papers inquire about to test hypothesis and theories as the research process components are included and described, such as methodology, results, and discussion.

1.6.2 Thesis and dissertation research project

As a part of the program requirements, learners are required to do a research project whether a dissertation or a thesis depending on their degree. However, the two terms “dissertation” and “thesis” differ in meaning in many countries, and some use them interchangeably referring them to a Master degree or a Doctorate degree (Burton & Steane, 2004), but usually a doctoral thesis is longer and consists of much more knowledge (Oliver, 2004). In both of them, based on a literature review and prior knowledge, researchers identify a problem, investigate it, analyse the findings, and convey a conclusion.

Writing a Master degree or a doctoral degree research project is a challenging task. As Paltridge and Starfield (2007) clarified such an assumption, “This challenge is heightened for the second-language speaker as they may struggle simultaneously in several domains, all of which have been identified as influencing academic writing at an advanced level” (p.43). Obviously, writing in another language is totally unlike writing in native language, but still this struggle with academic writing encountered even by non-native speakers and successful students.

1.6.3 Academic papers of learners for course requirements

Most of the courses require learners to write academic papers that could be in many forms. Learners can be asked to write an essay of a specific course as a practice or as an assessment component. Writing reports can also be a form of course requirements in which

learners describe precisely something they have done such as conducting a survey (Bailey, 2011). For some courses, academic papers occasionally may require learners to review literature in a particular area which seem similar to the conceptual paper of academic research papers.

1.7 Reference and Documentation

Academic writing papers consist of various forms of information whether theories, statistical data or opinions of other authors in order to be potent and convincing by which writers demonstrate their knowledge of the subject area. Otherwise, this may constitute unacceptable practice that is plagiarism, intentional or unintentional. As a matter of this fact, writers must acknowledge each piece of information brought from others' work. Bazerman (2010) mentioned options used in different referencing situations in order to provide the reader with precise understanding.

1.7.1 Paraphrasing

Paraphrasing is used to refer an author's idea by rewriting the text in one's own words rather than quoting the entire text, with source citation. This strategy enables to maintain the writers on their own style and tone of writing as to avoid continuous strings of direct quotations (Svobodova et al., 2000). In other words, writers can move smoothly from a point to another without the discounting shifts of direct quotations.

1.7.2 Summarising

Summarising is another way to borrow information in which the writers shorten the borrowed text citing the author. It is the common technique used within students to focus and collect the most essential points. Unlike paraphrasing, a summary must be neither

equal nor longer; it is always shorter about 75% than the original text (Leki, 1998). In summarising, the selected points can be paraphrased and summarised at once.

1.7.3 Quoting

Quoting refers to the reproduction of the exact words of an author in order to support an argument. There are two kinds of quotations: direct and indirect. Direct quotation is copying the author's exact words enclosing with quotation marks; whereas, indirect quotation is the same as paraphrasing (Hoshima & Hogue, 2006). Both in direct or indirect quotations, the source should be cited.

As mentioned above, writers must cite the source of others ideas when using any technique. Common knowledge and deep source are the two exceptions when the writers do not acknowledge the source (more details are presented in chapter 2).

Conclusion

This chapter outlined the main elements of academic writing which learners should understand and comply with. Besides, mastering the cited fundamentals, learners need an intensive practice, a key to attain an academic standard enabling them more to produce effective academic texts. It is within the framework of these specified elements, EFL learners can shape their ideas to be streamlined to the readers as a digest. However, the application of the stated conditions may be regarded as restrictive and consequently reduces the writing production, but the principle of quality and selectivity prevails in this context.

In the next chapter, more focus will be shed on the importance of the process of paraphrasing in writing, and particularly, academic writing.

Chapter Two: The Paraphrasing Process in Writing

Chapter Two: The Paraphrasing Process in Writing

Introduction

2.1 Definitions

2.2 Steps

2.3 Ground Rules

2.3.1 Preserve the Meaning

2.3.2 Rewrite with Different Words and Sentence Structure

2.3.3 Refer to The Original Source

2.3.4 Keep Approximately The Same Length As The Original Text

2.4 Techniques of Paraphrasing

2.5 Difference Between Paraphrasing and Summarising

2.6 Why and When to Paraphrase?

2.7 Paraphrasing and Plagiarism

Conclusion

Introduction

The parts of this chapter are selected to cover and deal with the paraphrasing process. The aim of implementing them is to accomplish a good paraphrasing and subsequently improve writing and particularly the academic one. First, definitions of several dictionaries are presented in a table followed by perceptions of some authors expressing their points of views in different field studies. Prior to engage in paraphrasing, the writer should follow certain steps that guide and help him/her to paraphrase properly. Then, the writer should be aware and comply with the associated rules otherwise all of his or her effort will be in vain. Good paraphrasing relies mostly on the applied techniques. In this chapter, we have gathered numerous techniques which were explained by examples. They reflect, in one sense, the idea of the intensive practice necessity to use paraphrasing effectively. Techniques are the core part of this chapter since they represent the key to performing a good paraphrasing. After that, an attempted to draw clear distinction between paraphrasing and summarising is presented. The next part further clarify to the writer why and when to use paraphrasing. The last part of this chapter is important to researchers who use material from outside sources in their writing in order to be aware of the side effect of plagiarism which could be costly and destructive to their work. Thus, the issue of avoiding plagiarism is by means of paraphrasing.

2.1 Definitions of Paraphrasing

Before defining the term paraphrasing, a brief etymology about it helps to be familiar with its roots and use. The word paraphrase is originated from the Greek and appeared in Middle French in 1548 (Merriam-Webster online dictionary, n.d). According to Lambert et al., (2002), “It is derived from Greek para (through or beyond and phrazein (to point out or to speak)” (p.101).

The definitions of paraphrasing given by the following dictionaries are tabulated below in such a way that a comparison can practically be made between them.

Table 2.1: Definitions of Paraphrase (Source: Adapted from Ho, Azmi Murad, Doraisamy & Abdul Kadir, 2012, p.854)

| Dictionary | Definition of paraphrase |
|------------|---|
| Cambridge | 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. |
| Oxford | A rewording of something written or spoken. |
| Webster | A restatement of the text, passage, or work giving the meaning in another form. |
| Wikipedia | A restatement of the meaning of a text or passage using other words. |
| WordNet | Rewording for the purpose of clarification |
| Wordsmyth | A restatement of a passage or text in somewhat different words so as to simplify or clarify. |

The dictionaries' definitions are more alike than different. Some show similarities and all of them convey nearly the same meaning. It rather sounds like if the definitions are paraphrased into each other.

In academic writing, some authors have added nuances of meaning which are possible within the applied context. Bailey (2011) wrote, "Paraphrasing means changing the wording of a text that it is significantly different from the original source, without changing the meaning" (p.50). Swales and Feak (2012) reported "A paraphrase is a restatement (in your own words) of the ideas in the original. Good paraphrasing can

demonstrate that you understood the text you have read and can avoid plagiarizing” (p.202). Likewise, Bhagat and Hovy (2013) define, “Paraphrases are sentences or phrases that convey the same meaning using different wording” (p.1).

When paraphrasing, it is difficult to get exactly an identical meaning and instead an approximate equivalence of meaning is used. According to De Beaugrande and Dressler (1981), paraphrases are “approximate conceptual equivalence among outwardly different material” (p.50). Hirst (2003) simply defines paraphrases as “talk (ing) about the same situation in a different way” (slide.9). Connolly (2007) noted that paraphrasing is a critical skill that requires steps to be taught. Paraphrasing might be a “critical skill” since paraphrasing skill includes skills, such as writing skill and reading comprehension skill.

Despite the diversity of these definitions of paraphrasing, they all confer with a single clear understanding that is an approximate restating of the original text with one’s own words keeping the same meaning.

2.2 Steps to Paraphrasing

A good paraphrase reflects the same idea of the original text with different words. The paraphrasing process may seem straightforward for the majority of learners, but once engaging on the process learners may wonder where to begin and how to write an idea in a different way than the original. In order to accomplish a good paraphrased piece of writing, certain steps are recommended to comply with as cited in figure 3.

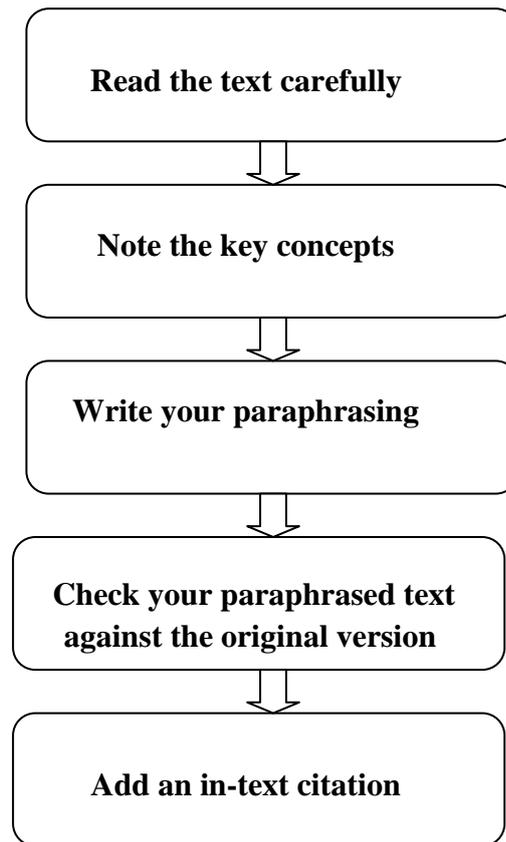


Figure 2.1: Steps to write a good paraphrase by Oshima & Hogue (2006)

The first step to paraphrase is to read the original text thoroughly and carefully several times in order to fully understand it. In this step, learners can use a dictionary to determine unfamiliar words. Also, they must consider the context the words used in and the relationship between words which reflects the sense of the entire statement to understand correctly the corresponded meaning (Bazerman, 2010).

After having scanning the text, learners take notes of the key concepts and ideas prior to moving to the next step. Then, without looking at the original text, learners start paraphrasing the text partially. They write only the taken notes in their own words and synthesising the paraphrased parts bearing in mind that "...it is not enough to merely substitute words; you must also change the structure of the original text, but keep the meaning and the attitude taken in the original" ("Paraphrasing", n.d.).

The paraphrased text must be significantly different from the original. Hence, learners should compare the two versions and check whether there are similarities to change particularly vocabulary (Oshima & Hogue, 2006). At the end of the process “the source of the material that is paraphrased must be clearly acknowledged in your text” (Belmont & Sharkey, 2011, p.219), whether at the beginning or at the end.

2.3 Paraphrasing Ground Rules

Learners should take time to ensure that the paraphrased text is sufficiently modified and can be judged as a good paraphrased text. Harris (2017) set the main rules to produce an ethical and appropriate paraphrase.

2.3.1 Preserve the meaning

A good paraphrasing must have the same meaning as the original text regarding its details, and without lessening ideas or adding new ones. Harris (2017) insisted on the importance of the context in paraphrasing. Writers considering context understand correctly the meaning of the text which enables them to produce an accurate comprehensive paraphrase. Also, he stated that the highlighted points of the original text must be remained as the main points. In other words, the writer should maintain the author’s tone to avoid distorted result.

2.3.2 Rewrite with different words and sentence structure

The fundamental step in paraphrasing is to present accurately the source information with different vocabulary and sentence structure. “When you paraphrase, you reconstruct the passage phrase by phrase, recasting the author’s words in your own” (Trimmer, 2010, p. 24). However, there are certain kinds of words and phrases in the text that should not be changed. These words and phrases are called “shared language” which consists of proper nouns (e.g. America and Oxford University), common nouns (e.g. lion and winter),

technical terms (e.g. oxygen and hibernation), and numbers and dates (e.g. 50% and 1962) (Chin et al., 2013).

2.3.3 Refer to the original source

Whenever presenting an idea (words, figures, tables or others), writers must provide with a source. Belmont and Sharkey (2011) stated that, “The source of the material that is paraphrased must be clearly acknowledged in your text” (p.219). Besides, writers should be aware that paraphrasing without acknowledging the source is equivalent to plagiarism. Whenever using an author’s specific words in paraphrasing, they must be put within quotation marks to be acknowledged (Stepchyshyn & Nelson, 2007).

2.3.4 Keep approximately the same length as the original text

In fact, there are no rules about the length of paraphrasing. S. Scarry and J. Scarry (2008) and Belmont and Sharkey (2011) stated that the paraphrase may be nearly the same length as the original passage. Likewise, Blau and Burak (2009) asserted:

By paraphrasing, the reader clarified the meaning, aiding both comprehension and memory. The paraphrase is about the same length as the original (ninety words, compared with eighty-nine words in the original). Paraphrases sometimes are noticeably longer than the originals, especially when you translate complex ideas into everyday language (p.78).

Starting from the concise sentences, writers develop extra sentences in order to clarify the meaning and at the same time construct a clear correct paraphrase. For this reason, the number of words cannot be controlled as it could be more or less than the original text.

2.4 Techniques of Paraphrasing

Paraphrasing as a process of restating other's ideas in one's own words leads many learners to think that paraphrasing is simply finding synonyms to the author's original words. In fact, an effective paraphrase includes several techniques to be used in the appropriate context. Most of them concern word or phrase substitution and grammatical changes which are extracted from Bhagat and Hovy (2013) then introducing our examples.

Most of the perused paraphrasing sources discuss four main techniques. They are included in the extensive list given below with examples.

- **Synonym substitution**

Replace a word or a phrase by a synonym.

Example: The show is about to begin. \Leftrightarrow The exhibition is about to start.

- **Antonym substitution**

Replace a word or a phrase by its antonym by adding a negation.

Example: Rachida is awake. \Leftrightarrow Rachida is not asleep.

- **Converse substitution**

Replacing a word or a phrase with its converse and inverting the relationship between the components of a sentence.

Example: Google bought YouTube \Leftrightarrow YouTube was sold to Google

- **Change of voice**

Change a verb from its active to passive form and vice versa.

Example: Every year, thousands of tourists visit Niagara Falls <=> Niagara Falls is visited by thousands of people every year.

- **Change of speech**

Change from direct to indirect speech and vice versa.

Example: She said:” I work in a laboratory.” <=> She said that she worked in a laboratory.

- **Repetition/ellipsis**

Omit the repeated words that are able to be understood within the context.

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**

Replace the name of an action by the person doing the action (actor) and vice versa.

Example: I dislike rash drivers <=> I dislike rash driving

- **Verb /Semantic-role noun substitution**

Replace a verb by a noun corresponding to the agent, patient or instrument of the action.

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**

Replace the name of a device by the person using it (user) and vice versa.

Example: The plane took off despite the stormy weather <=> The pilot took off despite the stormy weather.

- **General/Specific substitution**

Replace a word/phrase by a more general or more specific word/phrase.

Example: 500 drivers were caught on camera last week. <=> 500 motorists were caught on camera last week.

She is flying this weekend. <=> She is flying this Saturday.

- **Metaphor substitution**

Replace a verb by its corresponding adverb form and vice versa.

Example: John is a fish when he is in the water. <=> He swims very fast.

He is a walking encyclopedia. <=> He is a very knowledgeable person.

- **Part/ whole substitution**

Replace a part by its corresponding whole and vice versa. Example:

He was blinded after a bombing raid by American airplanes. <=> He was blinded after a bombing raid by American air force.

- **Verb/noun conversion**

Replace a verb by its corresponding nominalised noun form and vice versa. Example:

We are investigating the use of paraphrasing. <=> we are conducting an investigation into the use of paraphrasing.

- **Verb/adjective conversion**

Replace a verb by its corresponding adjective form and vice versa.

Example: The electoral arrangements were acceptable to the people. \Leftrightarrow The people accepted the electoral arrangements.

- **Verb/Adverb conversion**

Replace a verb by its corresponding adverb and vice versa.

Example: She boasted about her conquests. \Leftrightarrow She spoke boastfully about her conquests.

- **Noun/Adjective conversion**

Replace a verb by its corresponding adjective form and vice versa.

Example: The roses flower by the end of March. \Leftrightarrow The roses flower late March.

- **Verb + preposition/Noun substitution**

Replacing a verb and preposition denoting the location and vice versa.

Example: The finalist teams will play in Blida's stadium. \Leftrightarrow Blida's stadium will be the playground for the finalist teams.

- **Change of modality**

Add or delete a modal or substitution of one modal by another. Example:

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

- **Semantic implication**

Replacing an action, event, and so forth by its possible future effect.

Example: Google is in talks to buy YouTube. \Leftrightarrow Google bought YouTube.

- **Approximate numerical equivalences**

Replace a numerical expression by an approximately equivalent expression.

Example: At least 29000 Palestinians lost their homes in Gaza. <=> About 29000 Palestinians lost their homes in Gaza.

Algiers is 400 kilometers from here. <=> Algiers is six hours from here.

- **External knowledge**

Replacing a word/phrase by another word/phrase based on extra-linguistic (world) knowledge.

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

2.5 Difference between Paraphrasing and Summarising

Paraphrasing and summarising are two confusing terms for many. These two micro skills are essential in academic writing, particularly, in the field of research. They enable the researchers to incorporate other writers' ideas in their works using their own words and style without changing their voice ("Summarizing and Paraphrasing", n.d.). Paraphrasing and summarising share certain elements including accuracy, objectivity, source citation, and using different vocabularies from the original text (Mligo, 2017). Nevertheless, they differ in the method of application.

As mentioned before, paraphrasing length is not fixed; it could be longer, equal or less than the original passage. However, "a summary must be shorter, between a quarter and a third of the length of the original" (Martin & Manser, 2006, p.25) as it is illustrated in figure 4.

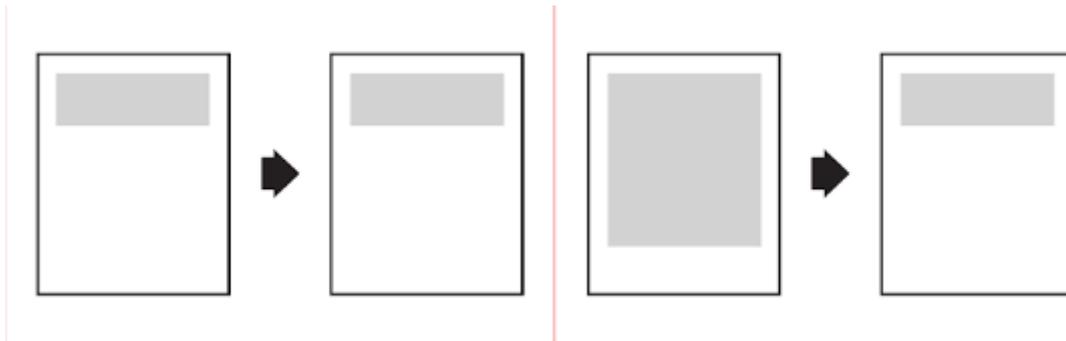


Figure 2.2: Paraphrasing Vs Summarizing (source: Chin, Koizumi, Reid, Yamazaki & Wray, 2012, p.73)

While paraphrasing consists of all the details included in the original passage, “Summarising a source means that a writer captures the source’s main idea and/or overall thesis, or synthesizes the writer’s argument” (Gay, n.d.,p.73) When summarizing, the writer obtains a broad overview of a source by omitting extra information and focusing on the author’s main points. For instance, examples are remained in paraphrasing; whereas, in summarising, they are usually omitted.

The following example extracted from Paraphrasing and Summarizing (n.d) shows the difference between paraphrasing and summarising.

- **The original passage**

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

- **Acceptable paraphrase**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

- **An acceptable summary**

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

In this example, we can notice that the paraphrase is shorter than the original, 34 against 51 words. The summary of 24 words, however, is significantly shorter but it remains faithful to the main original idea. “However, paraphrasing is the better choice for dense or jargon-filtered language, just as summary saves you space and helps get to your own point more rapidly.”(Fulwiler, 2002, p.141).

In preserving the meaning of the two ideas which are quotation overuse and transcribing limit, the paraphrase features several techniques. Among the used techniques, we have the synonym substitution where the following words: frequently, limit and exact transcribing are replaced by often, minimise and recorded verbatim respectively. Also, different word and sentence structure are used when converting verb to adverb (overuse/ excessively) and noun to verb (quotation/ quote).

2.6 Why and When to Paraphrase

In order to establish credibility and produce effective arguments in an academic piece of writing, writers are required to connect information from other sources to their own ideas. There are certain situations where paraphrasing is required rather than quoting and summarising.

It is through paraphrasing that a writer can tailor and reshape the passage according to the aim of his/ her assignment. Leki (1998) stated that “You will probably use paraphrasing when you want to change the style or the language used in the original, either to make it easier to understand or to make it fit better into your own piece of writing” (p.195). Paraphrasing provides textual homogeneity and steady stream of writing. As a matter of fact, this can be interrupted by the introduced quotations due to their contrast of language and style.

Also, paraphrasing is necessary when the source may be difficult to be understood. For this reason, the writer resorts to simplify it using simple language, especially for the authors using specific “jargons” or “technical vocabulary” in which difficult concept or terminology can be explained (Harris, 2017). Besides, it provides the writer credibility that he/ she masters the subject especially of confusing aspects or deals with specific fields that the readers lack knowledge. A hard to understand direct quotations could be interpreted by the reader that the writer is unable to explain it or did not understand it.

When paraphrasing, irrelevant information can be excluded and selected pieces of information are focused on. This skill allows the writer to arrange the ideas or sentences in an order of emphasis (Harris, 2017).

2.7 Paraphrasing and Plagiarism

Researchers and learners in particular often fail to cite sources without plagiarism in their works. Plagiarism is commonly considered as a theft of others’ works. Bailey (2015) defined plagiarism as “taking ideas or words from a source (e.g. a book or journal) without giving credit (acknowledgement) to the author” (p.25). Moreover, plagiarism may lead to serious problems as “failing grade” or “expulsion from college” and before that, it hinders students from learning (Simon & Schuster, 2009).

However, this does not mean that the researcher should extremely document every taken piece of information. Common knowledge is the information that is known among the majority of the educated people where writers do not have to acknowledge (Simon & Schuster, 2009). For example, “Barak Obama was the president of USA before Trump”, is a fact that is considered generally known.

In order to comply with the academic writing ethical principles, the writer must avoid plagiarism. Paraphrasing is among the strategies used to avoid it (Galko, 2001). Writers should be aware of how to paraphrase in order to not plagiarize whether intentionally and unintentionally.

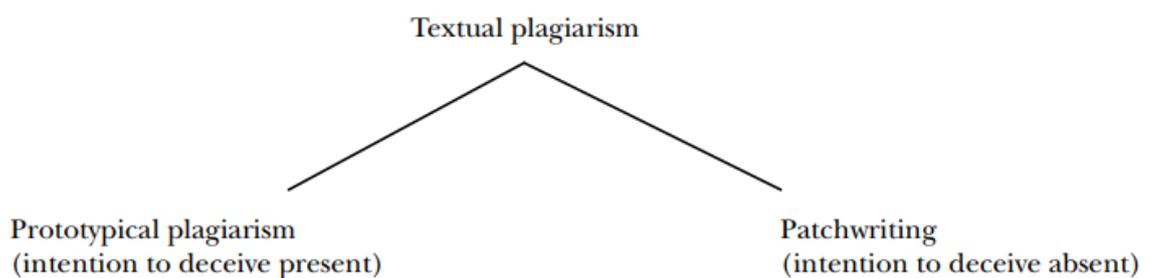


Figure 2.3: Types of Plagiarism (source: Pecorari, 2008, p. 5)

Figure 5 represents two types of plagiarism. Perocari (2008) reported that “Prototypical plagiarism refers to the use of words and/or ideas from another source, without appropriate attribution” (p.4). However, patchwriting plagiarism is “copying from a source text and then deleting some words, altering grammatical structures or plugging in one synonym for another” (Howard, 1999, as cited in Perocari, 2008).

Patchwriting often occurs when the paraphrase is to a great extent similar to the original passage. Hence, mastering the basic rules of paraphrase is crucial, especially, for students and novice writers as well. The following example set by Nelms (2015, p. 1) shows the difference between paraphrasing and patchwriting.

- **Source Passage**

“Where mainstream sports typically refrain from displaying unapologetically violent acts, professional wrestling dives in head first. A large portion of wrestling’s cultural appeal is generated by the psychological arousal/excitement provided by witnessing highly aggressive and violent forms of physical interaction in this sphere. Wrestling takes that which is pushed behind the scenes of social life and places it in the center ring” (Atkinson, 2002, pp. 62-63).

- **Acceptable Paraphrase**

Most sports do not encourage blatant acts of violence while professional wrestling embraces the same behaviour. Wrestling appeals to audiences because people enjoy watching aggressive and violent acts in the ring. What is normally not condoned in social life is made acceptable in wrestling (Atkinson, 2002, pp. 62-63).

- **Patchwriting**

Mainstream sports refrain from showing unremorseful violent acts while professional wrestling unapologetically revels in the same type of violence. A large part of wrestling’s appeal is generated by the very aggressive and violent interaction in this sport. While such violence is usually behind the scenes of social life, it is the centre of wrestling’s existence. (Atkinson, 2002, pp. 62-63)

What can be first noticed are the dominant original words in the patchwriting where few different words exist (the underlined ones). Also, sentences structure is similar to the original passage. Whereas, in the paraphrase, there is a significant difference either in words conversion (violent/violence) or in sentence structure.

Conclusion

Through Chapter Two, one can grasp the meaning and significance of paraphrasing and realise how this skill is efficient and necessary in academic writing involving research papers, publication and written works of superior merit. To carry out such works, writers seek information and ideas from different sources which are often listed as references in the last page of the presented material. The conclusion that one can draw from the series of referenced sources is the huge amount of paraphrasing behind to obtain the finished product.

To what extent does paraphrasing help improving students' academic writing is that what we will found out in the next chapter. It is about the fieldwork and data analysis of the present investigation.

Chapter Three: Fieldwork and Data Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

3.1 Research Methodology for This Study: Choices and Rationale

3.1.1 Research approach

3.1.2 Research design

3.1.3 Data collection methods

3.1.3.1 Tests

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Introduction

The present study aims at investigating the effect of paraphrasing outside classroom on developing EFL learners' academic writing. This chapter covers the fieldwork and data analysis of the study. It presents initially a rationale of the selected methodology elements, namely, research approach, research design, data collection methods, data analysis procedures and the sampling techniques. Besides, it provides the description of the procedures underlying both the data collection and data analysis. The collected data were presented, analysed and discussed attempting at extracting the relevant findings that consequently answer the research questions, as well as confirming the hypotheses.

3.1 Research Methodology for This Study: Choices and Rationale

3.1.1 Research approach

The study conducted Mixed methods (quantitative and qualitative approach). Since we aimed at investigating paraphrasing outside classroom to develop EFL learners' academic writing, this research approach was selected in compliance with the nature of our study that requires a full understanding of the phenomenon.

According to Kothari (2004), a quantitative approach "involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion" (p.5). Within this approach, we aimed to measure the development of the participants in a quasi-experiment that resulted in numerical data that were analysed by statistical methods. However, the author defined a qualitative approach to research as it is "concerned with subjective assessment of attitudes, opinions and behavior" (p.5). We have tended through this approach to investigate the participants' perceptions of the paraphrasing practice to develop their academic writing.

Dornyei (2007) stated that through a Mixed methods research, a researcher looks from different angles in order to understand the complex matter. He added that a Mixed methods approach often seeks to "...validate one's conclusion by presenting converging results obtained through different methods" (p.164). In other words, it contributes to answer research questions through different data collection methods.

3.1.2 Research designs

As research designs, our study adopted a quasi-experiment and a case study. For the quantitative research design, we opted for a quasi-experimental design to test the effects of paraphrasing on developing EFL learners academic writing since it is thought to be the most appropriate design to our study among the others (descriptive, correlation and experimental). However, the selected design of the qualitative approach was a case study in order to provide an accurate and a full description of our limited number case. "The focus of case study approach is on individuality and describing the individual as comprehensively as possible. (Marczyk, Dematteo & Festinger, 2005).

3.1.3 Data Collection Methods

The methods for data collection, tests and a questionnaire, gather information that could allow the questions be answered.

3.1.3.1 Tests

The experiment includes three stages: Pre-test, treatment, and post-test which were carried in six weeks.

3.1.3.1.1 Structure and Aim. The main objective of the pre-test and post-test was to find the effects of paraphrasing practice on developing EFL students' academic writing.

- **Stage One: The Pre-test**

The purpose of the pre-test is to assess the participants' paraphrasing and academic writing and see how well or badly the students are in performing any changes later on. It consisted of four exercises. The first three exercises are about assessing paraphrasing; and the fourth is about assessing their academic writing (See Appendix 3). The first exercise consisted of direct questions as it was chosen on purpose to assess their general knowledge about paraphrasing. In the second exercise, the students were asked to choose the best paraphrase answer in order to assess their awareness of the paraphrasing process and rules. The third exercise was not easy as the previous ones, it was about assessing students' ability to paraphrase in terms of ideas, language, and citation. We intended to assess students' academic writing through exercise four where the students were required to write a composition in 15 lines.

- **Stage Two: The Treatment**

The treatment of the study consisted of four sessions made up of teaching paraphrasing and assigning homework. Teaching paraphrasing lesson (As appeared in Appendix 5) which was taught by the supervisor, was composed of some elements and in each session an element was presented. However, paraphrasing homework assignments were selected by the researcher and adapted from different websites.

Our aim through the treatment was to make the participants to a certain extent competent in the paraphrasing techniques and rules. Also, we sought to train them with the given homework to see its effects in developing their academic writing. Behind these constrained details of not giving marks, and the paraphrasing tasks should be done outside classroom and the composition inside, is to measure participants' skills as they are

exercising paraphrasing themselves outside classroom and tested in their academic writing at classroom.

- **Stage Three: The Post-test**

The purpose of the post-test is to see the changes of whether or not their paraphrasing and academic writing have been developed. It included the same number of exercises, the same level as the pre-test, and the same time that was devoted in.

3.1.3.2 Questionnaire

3.1.3.2.1 Structure and Aim. The questionnaire sought to gain feedback on the paraphrasing treatment the students did in order to develop the students' academic writing including their suggestions. It aimed also to obtain an overall measure and attitudes of the participants about the causes behind their unsatisfying achievement in academic writing.

The questionnaire was semi-structured that consisted of 17 questions (open-ended and closed-ended questions), divided into three sections (See Appendix 13). The first section was about the students' general information which contained five questions about gender, age, the most difficult skill, the most important skill and their preferable type of writing.

The second section concerned students' practice of academic writing. Five questions were asked aiming at identifying students' self-evaluation of academic writing, the reasons behind their dissatisfaction of their level, the purposes of their need to academic writing, their perceptions about the sufficiency of academic writing tutorials at university and their frequency of academic writing practice outside classroom.

The third section focused on the use of paraphrasing outside classroom to develop students' academic writing. Throughout this section, we identified their perception about exercising paraphrasing and its usefulness in developing academic writing. It accentuated

the positive effects of the intensive practice of paraphrasing outside classroom in developing EFL learners' academic writing and sought the means of practice. As the last in series, the students were asked to add any comments or suggestions concerning the paraphrasing use to developing their academic writing.

3.1.3.2.2 Piloting and validation. In order to obtain estimates about the response rates, the validity and comprehensibility of the questionnaire, one week before administering the questionnaire to the students, we randomly distributed it to five students from our population, Master one students of English at Biskra University, as well as to three teachers of English. In this stage, we added a section named "Opinionnaire" in which both the students and teachers evaluated the questionnaire in terms of ambiguity, layout, repetition, length, and relevance.

The supervisor recommended adding some information about the researcher; as well as, adding other options such as "all of them" in Q14, in addition to reshaping some questions structure to make them clearer and reorganising the layout. Some teachers commented that it is lengthy and some questions should be eliminated, adding that some options must be added such as "others" in Q5. Like some teachers, the students remarked that the questionnaire was somehow lengthy. Hence, the initial number of 22 was reduced to 17. One student noted that one question was ambiguous that was later clarified. We took into consideration most of the remarks and suggestions and did our best to revise the questionnaire.

3.1.4 Data collection procedures

Prior to the tests, our supervisor asked his Master One students for at least 30 volunteers to participate in our research. A consent letter involving general information (full name, email, and signature) was distributed to our participants to approve officially

the research requirements which were attending all the stages of the treatment including six sessions and doing homework. Thirty participants signed the letter (See Appendix 1). In fact, it was challenging to urge the students to participate in our treatment; it was due to the encouragement and insistence of the supervisor that their involvement was realised. Based on our request, the administration kindly approved it (See Appendix 2).

A pre-test was administered to 26 students from three different groups in one session. The time allotted for this test was one hour and half (90 min) as dictionaries were allowed to use in paraphrasing exercises. After being pretested, the participants started having the paraphrasing sessions. In each session, the participants had a part of a lesson of paraphrasing at classroom; and at the end of the session, the teacher gave them paraphrasing homework. The next session, the participants had another part of the lesson and homework to do. At the end of the session, the teacher collected their answers and gave them feedback. This process was repeated for four sessions till the post-test session.

Immediately after the post-test, a questionnaire was distributed to the 26 participants, then collected just after responding. It took them about 20 minutes to fill it out. We intended to distribute the questionnaire only to the students who participated in the experiment and went through all the process consisting of the pre-test , extra paraphrasing sessions homework tasks and post-test. Having acquired a certain paraphrasing knowledge by attending and doing paraphrasing sessions and tasks respectively, their answers would be more significant in advancing our investigation.

3.1.5 Data analysis procedures

In order to analyse the obtained data, we intended to apply a descriptive method to describe the obtained data and summarise the findings. Dornyei (2007) asserted that “descriptive statistics help us summarise findings by describing general tendencies in the

data and the overall spread of the scores (i.e. how varied the scores are)” (p.213). The obtained participants’ scores were tabulated for analysis. The pre-test and post-test results were analysed separately from each other then compared. The most common measures that were used, namely the Mean, Frequency Distribution of scores, Standard Deviation and t-test. According to (Dornyei, 2007,) the applicable type of t-test, in our case, is Paired-samples t-tests because the participants are measured before and after a course. This procedure examined different results obtained from the same group. Prior to t-test, normality distribution, as a requirement, was checked by mean of SPSS software. This tool was also used to check the results we obtained manually. For the t-test, some selected features, such as: hypothesis and significance level were used for the statistical analysis.

In order to analyse the questionnaire’s collected data, we attempted to apply the content-based Approach. Dawson (2009) explained this type of analysis saying that “Using this method the researcher systematically works through each transcript assigning codes, which may be numbers or words, to specific characteristics within the text” (p.122). This method summarises rather than reports all the details. The percentages were calculated manually as the tables were created by Microsoft Word.

3.1.6 Population and Sample

The population of this study was Master One students of English as a foreign language at Biskra University. Based on the convenience sampling technique, 26 students out of 195 (The Population) were volunteered to participate in our study. Dornyei (2007) said that this sampling technique is chosen “where an important criterion of sample selection is the convenience of the researcher” (p.98). In our case, the sample was selected due to some factors that are: Students’ willingness to volunteer, easy accessibility since they are the supervisor’s students and their availability in the fixed time of sessions.

3.2 Results of the Study

3.2.1 Tests

3.2.1.1 Paraphrasing Results

Table 3.1: Paraphrasing pre and post-tests scores, differences and means

| Students' code | Pre-test Scores (Pr) | Post-test Scores (Po) | Scores' Difference (Po-Pr) |
|------------------|----------------------|-----------------------|----------------------------|
| P1 | 4.5 | 7 | -2.5 |
| P2 | 3 | 7.5 | -4.5 |
| P3 | 4 | 7.5 | -3.5 |
| P4 | 4 | 7.5 | -3.5 |
| P5 | 6.5 | 8 | -1.5 |
| P6 | 4 | 7 | -3 |
| P7 | 5.5 | 6.5 | -1 |
| P8 | 4.5 | 7 | -2.5 |
| P9 | 3 | 8.5 | -5.5 |
| P10 | 7 | 8 | -1 |
| P11 | 7.5 | 8.5 | -1 |
| P12 | 7.5 | 9.5 | -2 |
| P13 | 4.5 | 7 | -2.5 |
| P14 | 5.5 | 7.5 | -2 |
| P15 | 7 | 10 | -3 |
| P16 | 7 | 10 | -3 |
| P17 | 5.5 | 9.5 | -4 |
| P18 | 4 | 9 | -5 |
| P19 | 5.5 | 9 | -3.5 |
| P20 | 6.5 | 9 | -2.5 |
| P21 | 5 | 6 | -1 |
| P22 | 4.5 | 6 | -1.5 |
| P23 | 4 | 9 | -5 |
| P24 | 6 | 8 | -2 |
| P25 | 2.5 | 7.5 | -5 |
| P26 | 6 | 10 | -4 |
| Sums(Σ) | 135.5 | 210 | 75.5 |
| Means | 5.17 | 8.07 | 2.90 |

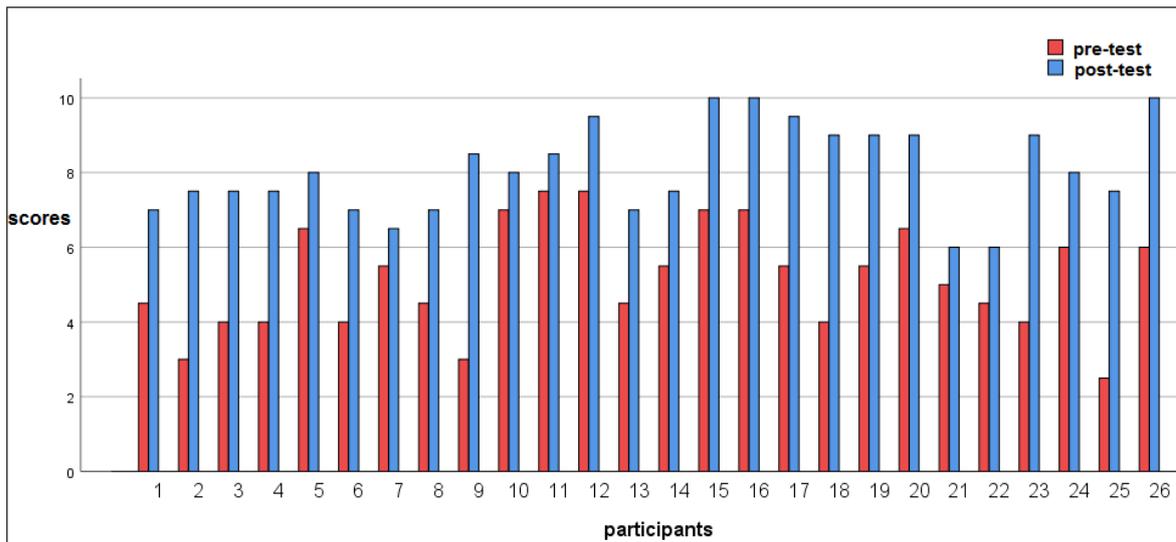


Figure 3.1: Paraphrasing pre and post-tests scores

Table 3.1 and the figure 3.1 show the participants' scores in both pre-test and post-test in paraphrasing which were out of ten. As a main observation that can be drawn is that the maximum score obtained in the pre-test is 7.5 by 2 participants; whereas, in the post-test, it is a full mark 10/10 obtained by three participants. The mean of the pre-test scores (5.17) was just over 5 (average mark); however, the Mean of the post-test scores (8.07) is significantly greater than the post-test one.

Table 3.2: Paraphrasing pre and post-tests scores' frequencies

| Tests | Score intervals | Numbers | % |
|------------|-----------------|---------|----|
| Pre-test | < 5 | 12 | 46 |
| | 5-7 | 12 | 46 |
| | 7.5 | 2 | 8 |
| Post -test | < 5 | 0 | 0 |
| | 5-7 | 7 | 27 |
| | 7.5-10 | 19 | 73 |

The difference between the pre-test and post-test scores is remarkable , particularly when comparing the highest range scores of the two tests. In the pre-test, we notice that 46% of the participants did not obtain the score 5 (Average mark), and only two participants (8%) out of 26 had the highest score of 7.5; whereas, in the post-test, no participant has a score below 5 and 73% of the participants' scores varied from 7.5 to 10.

Table 3.3: Paraphrasing pre and post-tests tests Standard Deviations calculation

| N | Pre-test | | | Post-test | | |
|---|----------|-------------|----------------------------|-------------|-------------|----------------------------|
| | scores | Score- Mean | (Score- Mean) ² | Scores | Score- Mean | (Score- Mean) ² |
| | (Pr) | (Pr- Mpr) | (Pr- Mpr) ² | (Po) | (Po- Mpo) | (Po- M) ² |
| 1 | 4.5 | -0.67 | 0.44 | 7 | -1.08 | 1.17 |
| 2 | 3 | -2.17 | 4.71 | 7.5 | -0.58 | 0.34 |
| 3 | 4 | -1.17 | 1.37 | 7.5 | -0.58 | 0.34 |
| 4 | 4 | -1.17 | 1.37 | 7.5 | -0.58 | 0.34 |
| 5 | 6.5 | 1.33 | 1.77 | 8 | -0.08 | 0.06 |
| 6 | 4 | -1.17 | 1.37 | 7 | -1.08 | 1.17 |
| 7 | 5.5 | 0.33 | 0.11 | 6.5 | -1.58 | 2.50 |
| 8 | 4.5 | -0.67 | 0.44 | 7 | -1.08 | 1.17 |
| 9 | 3 | -2.17 | 4.71 | 8.5 | 0.42 | 0.18 |
| 10 | 7 | 1.83 | 3.35 | 8 | -0.08 | 0.06 |
| 11 | 7.5 | 2.33 | 5.43 | 8.5 | 0.42 | 0.18 |
| 12 | 7.5 | 2.33 | 5.43 | 9.5 | 1.42 | 2.02 |
| 13 | 4.5 | -0.67 | 0.44 | 7 | -1.08 | 1.17 |
| 14 | 5.5 | 0.33 | 0.11 | 7.5 | -0.58 | 0.34 |
| 15 | 7 | 1.83 | 3.35 | 10 | 1.92 | 3.69 |
| 16 | 7 | 1.83 | 3.35 | 10 | 1.92 | 3.69 |
| 17 | 5.5 | 0.33 | 0.11 | 9.5 | 1.42 | 2.02 |
| 18 | 4 | -1.17 | 1.37 | 9 | 0.92 | 0.85 |
| 19 | 5.5 | 0.33 | 0.11 | 9 | 0.92 | 0.85 |
| 20 | 6.5 | 1.33 | 1.77 | 9 | 0.92 | 0.85 |
| 21 | 5 | -0.17 | 0.03 | 6 | -2.08 | 4.33 |
| 22 | 4.5 | -0.67 | 0.44 | 6 | -2.08 | 4.33 |
| 23 | 4 | -1.17 | 1.37 | 9 | 0.92 | 0.85 |
| 24 | 6 | 0.83 | 0.69 | 8 | -0.08 | 0.06 |
| 25 | 2.5 | -2.67 | 7.13 | 7.5 | -0.58 | 0.34 |
| 26 | 6 | 0.83 | 0.69 | 10 | 1.92 | 3.69 |
| Σ | | | 51.46 | | | 34.74 |
| Standard Deviation (σ) | | | 1.41 | 1.16 | | |

Table 3.3 was drawn to calculate the sum of the squared difference between the score and the mean $\sum (\text{Score} - \text{Mean})^2$ to use it in the standard deviation equation which is generally given by

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

(Pre-test)

$$\sigma_{pr} = \sqrt{\frac{\sum (\text{Pr} - \text{Mpr})^2}{N}}$$

$$\sigma_{pr} = \sqrt{\frac{51.46}{26}} = 1.41$$

(Post-test)

$$\sigma_{po} = \sqrt{\frac{\sum (\text{Po} - \text{Mpo})^2}{N}}$$

$$\sigma_{po} = \sqrt{\frac{34.74}{26}} = 1.16$$

Where x = score
 \bar{x} = the mean
 N = Number of scores = 26

Table 3.4: Paraphrasing Mean and Standard Deviation comparison

| Tests | Means (M) | Standard Deviation (σ) |
|----------------|------------|------------------------|
| Pre-test | 5.17 | 1.41 |
| Post-test | 8.08 | 1.16 |
| Difference (d) | 2.91 | 0.25 |

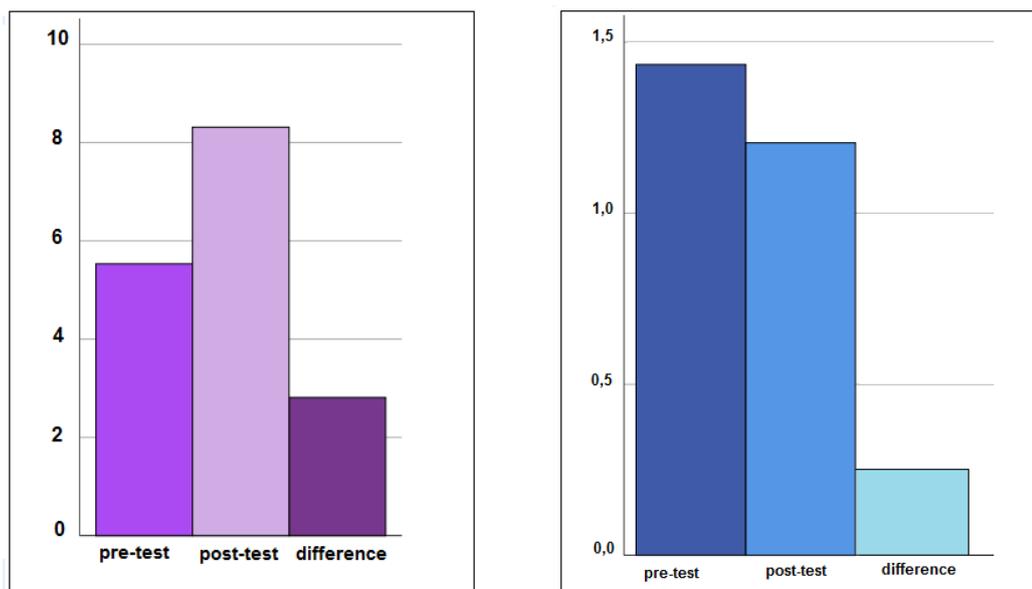


Figure 3.2: Paraphrasing mean and Standard Deviation comparison

As far as we are concerned with the participants performance, the obtained pre-test Mean is close to the average mark; whereas, the post-test is remarkably good. Both results are above the datum or referential point, namely 5. The standard deviation of the post-test is relatively low because as we can see from Table 3.3, the scores' range is smaller that is all the scores are within 5 and 10 included. Concerning the pre-test, we can notice that almost all the scores are equally balanced in terms of numbers. With a Mean greater than the average mark ($8.08 > 5$), and a Standard Deviation 1.16, it is clear that the post-test performed scores are good.

Table 3.5: Normality Distribution tests (skewness and kurtosis)

| Tests | Skewness | Kurtosis |
|------------------------|----------|----------|
| Paraphrasing Pre-test | 0,08 | - 0,934 |
| Paraphrasing Post-test | 0,046 | - 0,953 |
| A. Writing Pre-test | 0,008 | - 1,058 |
| A. Writing Post-test | 0,425 | - 0,39 |

According to Chung Chan, Cheung and Liu (2008), in order to undertake the t-test, we first perform "Anderson-Darling (A-D) normality tests" (p.102) to check if our sample satisfies normal distribution then conduct the paired t tests. An approximate normal distribution has a skewness which ranges between -1 and 1 ($-1 < \text{skewness} < 1$) and a kurtosis that ranges between -3 and 3 ($-3 < \text{kurtosis} < 3$) (Giri & Banerjee, 2002).

In our case, the Normality Distribution test was done by SPSS software. As appeared in table, the skewness is:

$$-1 < 0,008 \quad 0,064 < 1 \quad -1 < 0,008 \quad 0,425 < 1$$

$$\text{and the kurtosis is:} \quad -3 < -0,934 \quad -0,953 < 3 \quad -3 < -1,058 \quad -0,39 < 3$$

Our sample follows the approximate normal distribution and therefore we conduct t-test.

Table 3.6: Difference and squared difference between the paraphrasing pre and post-tests scores.

| N | Pre-test score (Pr) | Post-test score (Po) | Scores' differences Pr-Po = d | Squared score differences (Pr-Po) ² = d ² |
|----------------|---------------------|----------------------|-------------------------------|---|
| 01 | 4.5 | 7 | -3 | 9 |
| 02 | 3 | 7.5 | -4.5 | 20.25 |
| 03 | 4 | 7.5 | -3.5 | 12.25 |
| 04 | 4 | 7.5 | -3.5 | 12.25 |
| 05 | 6.5 | 8 | -1.5 | 2.25 |
| 06 | 4 | 7 | -3 | 9 |
| 07 | 5.5 | 6.5 | -1 | 1 |
| 08 | 4.5 | 7 | -2.5 | 6.25 |
| 09 | 3 | 8.5 | -5.5 | 30.25 |
| 10 | 7 | 8 | -1 | 1 |
| 11 | 7.5 | 8.5 | -1 | 1 |
| 12 | 7.5 | 9.5 | -2 | 4 |
| 13 | 4.5 | 7 | -2.5 | 6.25 |
| 14 | 5.5 | 7.5 | -2 | 4 |
| 15 | 7 | 10 | -3 | 9 |
| 16 | 7 | 10 | -3 | 9 |
| 17 | 5.5 | 9.5 | -4 | 16 |
| 18 | 4 | 9 | -5 | 25 |
| 19 | 5.5 | 9 | -3.5 | 12.25 |
| 20 | 6.5 | 9 | -2.5 | 6.25 |
| 21 | 5 | 6 | -1 | 1 |
| 22 | 4.5 | 6 | -1.5 | 2.25 |
| 23 | 4 | 9 | -5 | 25 |
| 24 | 6 | 8 | -2 | 4 |
| 25 | 2.5 | 7.5 | -5 | 25 |
| 26 | 6 | 10 | -4 | 16 |
| Sum (Σ) | 134.5 | 210 | Σd = -75.5 | Σd² = 269.5 |

- **T-value Calculation**

The two required parameters to calculate the t-value are: $\mathbf{d} = \sum (\text{Pr-Po})$ and $\mathbf{d}^2 = \sum (\text{Pr-Po})^2$

$$t = \frac{\sum d}{\sqrt{\frac{N(\sum d^2) - (\sum d)^2}{N-1}}} = \frac{-75.5}{\sqrt{\frac{26(269.5) - (75.5)^2}{26-1}}} = \boxed{-10.44}$$

- **Degree of freedom (df)**

In paired t-test, the number of degrees of freedom is $N - 1$ (Modak, 2013).

$$df = (N-1) = 26-1 = \boxed{25}$$

- **Alpha Level**

According to Dornyei (2007), in social sciences we often consider the alpha level (α) at 0.05 which is the probability of rejecting the null hypothesis that is 5%. The convention is that the p value must less or equal to 0.05. The test is non-directional (two-tailed) because we are testing for the possibility of relationship in both directions.

Since $\alpha = 0.05$ and $df = 25$, from Fisher and Yates table (Appendix 11) we obtained the critical t-value.

$$\text{The critical t-value} = \boxed{2.06}$$

The calculated t-value ($t = -10.44$) is greater than the critical value, so the p-value is less than α level $\boxed{p < 0.05}$

- **Statistical hypothesis**

$$\mathbf{H0 : Mpo = Mpr}$$

$$\mathbf{H1 : Mpo > Mpr}$$

In addition to the above conventional method of calculation, the p value was calculated by SPSS and was found ($p < 0.00001$) which confirms our calculated one and subsequently the rejection of the null hypothesis (H_0).

3.2.1.3 Academic writing results

Table 3.7: Academic writing pre and post-test scores, differences and Means

| Students' code | Pre-test Scores (Pr) | Post-test Scores (Po) | Scores' Difference (Pr-Po) |
|------------------------------------|----------------------|-----------------------|----------------------------|
| P1 | 4 | 5 | -1 |
| P2 | 5 | 4.5 | 0.5 |
| P3 | 2 | 7 | -5 |
| P4 | 4 | 5.5 | -1.5 |
| P5 | 4 | 5 | -1 |
| P6 | 3 | 5.5 | -2.5 |
| P7 | 3 | 4 | -1 |
| P8 | 6 | 6 | -0 |
| P9 | 6 | 5 | 1 |
| P10 | 6 | 7 | -1 |
| P11 | 5 | 6 | -1 |
| P12 | 6 | 4 | 2 |
| P13 | 4 | 4 | 0 |
| P14 | 4 | 4.5 | -0.5 |
| P15 | 5 | 8 | -1 |
| P16 | 6.5 | 7.5 | -3 |
| P17 | 7 | 7 | 0 |
| P18 | 4 | 5 | -1 |
| P19 | 6.5 | 7.5 | -1 |
| P20 | 2.5 | 4.5 | -2 |
| P21 | 3.5 | 4 | -0.5 |
| P22 | 6.5 | 7 | -0.5 |
| P23 | 3.5 | 5 | -1.5 |
| P24 | 4.5 | 4.5 | 0 |
| P25 | 4 | 6 | -2 |
| P26 | 6.5 | 6 | 0.5 |
| Sums(Σ) | 122 | 145 | -23 |
| Means | 4.69 | 5.58 | -0.89 |

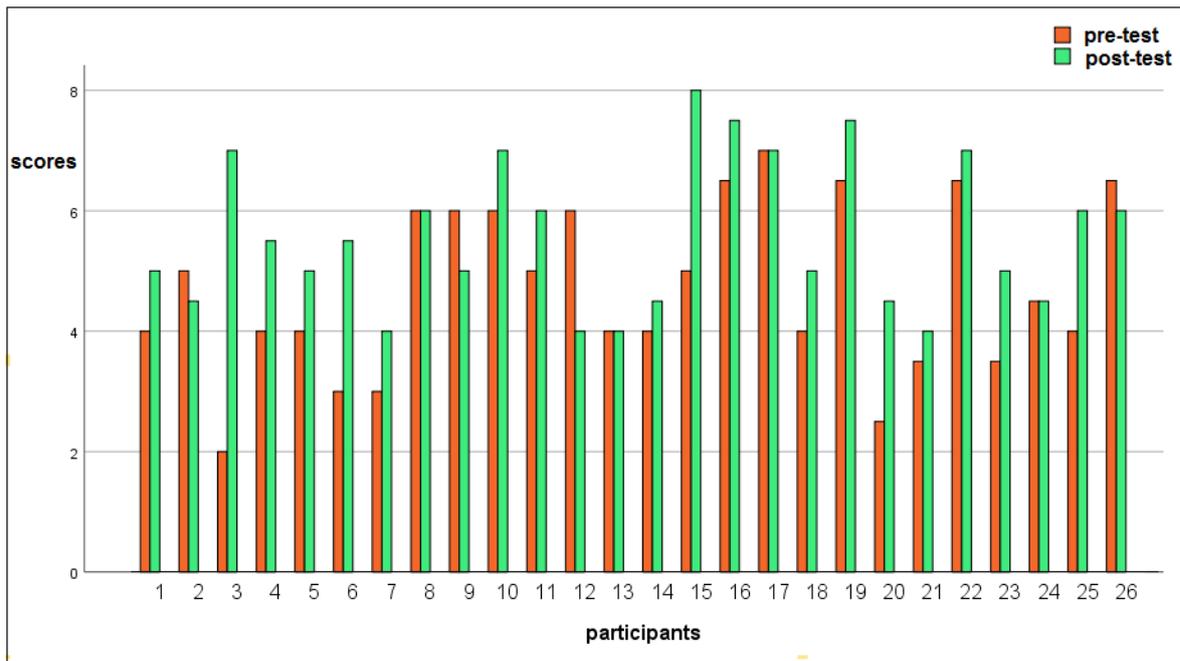


Figure 3.3: Academic writing pre and post-tests scores

According to the results displayed in table 3.7 and figure 3.3, the scores of 20 out of 26 participants are slightly higher in the pre-test than in the post-test. The Mean of the pre-test which represents the average score of the group of participants scores (4.69) is less than the average mark (5); whereas, the Mean of the post-test scores (5.58) is over the average mark (5). The scores performed at the two tests are close to each other as the Mean difference is < 1 .

Table 3.8: Academic writing pre and post-test scores' frequencies

| Tests | Score intervals | Numbers | % |
|------------|-----------------|---------|----|
| Pre-test | < 5 | 14 | 54 |
| | 5-7 | 12 | 46 |
| | >7 | 0 | 0 |
| Post -test | < 5 | 8 | 31 |
| | 5-7 | 15 | 58 |
| | >7 | 3 | 11 |

From Table 3.8 and figure 3.4, we notice that in the pre-test, 54% of participants did not obtain the score 5 (Average mark), and the highest score of 7 was obtained by only one participant; however, in the post-test eight participants (31%) had a score below five and 58% of the participants' scores vary from five to seven. We notice that in both tests, the highest score rates correspond to the score range of 5 to 7.

Table 3.9: Academic writing pre and post-tests Standard Deviations calculation

| N | Pre-test | | | Post-test | | |
|---|-------------|-----------------------|---|-------------|-----------------------|---|
| | scores (Pr) | Score- Mean (Pr- Mpr) | (Score- Mean) ² (Pr- Mpr) ² | Scores (Po) | Score- Mean (Po- Mpo) | (Score- Mean) ² (Po- Mpo) ² |
| 1 | 4 | -0.69 | 0.48 | 5 | -0.58 | 0.34 |
| 2 | 5 | 0.31 | 0.10 | 4.5 | -1.08 | 1.17 |
| 3 | 2 | -2.69 | 7.24 | 7 | 1.42 | 2.02 |
| 4 | 4 | -0.69 | 0.48 | 5.5 | -0.08 | 0.06 |
| 5 | 4 | -0.69 | 0.48 | 5 | -0.58 | 0.34 |
| 6 | 3 | -1.69 | 2.86 | 5.5 | -0.08 | 0.06 |
| 7 | 3 | -1.69 | 2.86 | 4 | -1.58 | 2.50 |
| 8 | 6 | 1.31 | 1.72 | 6 | 0.42 | 0.18 |
| 9 | 6 | 1.31 | 1.72 | 5 | -0.58 | 0.34 |
| 10 | 6 | 1.31 | 1.72 | 7 | 1.42 | 2.02 |
| 11 | 5 | 0.31 | 0.10 | 6 | 0.42 | 0.18 |
| 12 | 6 | 1.31 | 1.72 | 4 | -1.58 | 2.50 |
| 13 | 4 | -0.69 | 0.48 | 4 | -1.58 | 2.50 |
| 14 | 4 | -0.69 | 0.48 | 4.5 | -1.08 | 1.17 |
| 15 | 5 | 0.31 | 0.10 | 8 | 2.42 | 5.86 |
| 16 | 6.5 | 1.91 | 3.65 | 7.5 | 1.92 | 3.69 |
| 17 | 7 | 2.31 | 5.34 | 7 | 1.42 | 2.02 |
| 18 | 4 | -0.69 | 0.48 | 5 | -0.58 | 0.34 |
| 19 | 6.5 | 1.91 | 3.65 | 7.5 | 1.92 | 3.69 |
| 20 | 2.5 | -2.19 | 4.80 | 4.5 | -1.08 | 1.17 |
| 21 | 3.5 | -1.19 | 1.42 | 4 | -1.58 | 2.50 |
| 22 | 6.5 | 1.91 | 3.65 | 7 | 1.42 | 2.02 |
| 23 | 3.5 | -1.19 | 1.42 | 5 | -0.58 | 0.34 |
| 24 | 4.5 | -0.19 | 0.04 | 4.5 | -1.08 | 1.17 |
| 25 | 4 | -0.69 | 0.48 | 6 | 0.42 | 0.18 |
| 26 | 6.5 | 1.91 | 3.65 | 6 | 0.42 | 0.18 |
| Σ | | | 51.12 | | | 38.54 |
| Standard Deviation (σ) | | | | 1.40 | | |
| | | | | 1.22 | | |

The Standard Deviations were calculated using the same formula as the paraphrasing tests.

The parameters used to calculate the Standard Deviation (σ) are:

Mean value of the pre-test scores (M_{pr}) = 4.69

Mean value of the post-test scores (M_{po}) = 5.58

Table 3.10: Paraphrasing mean and Standard Deviation comparison

| Tests | Means (M) | Standard Deviation (σ) |
|----------------|-----------|---------------------------------|
| Pre-test | 4.69 | 1.40 |
| Post-test | 5.58 | 1.22 |
| Difference (d) | -0.89 | 0.20 |

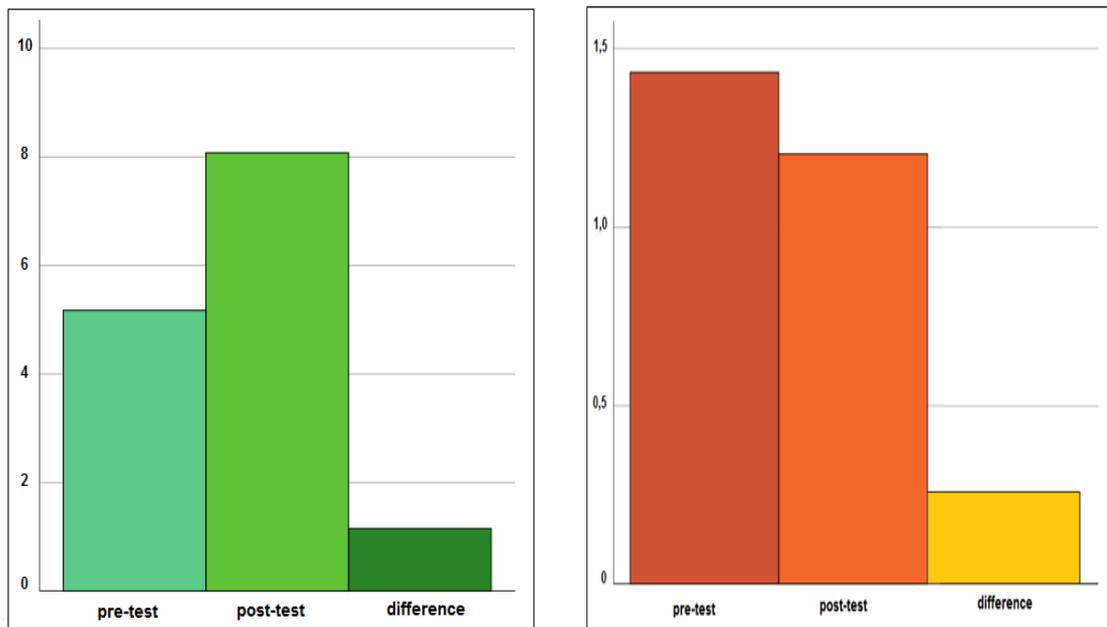


Figure 3.4: Paraphrasing mean and standard deviation comparison

As it can be observed from table 3.10 and figure 3.4, the pre-test Mean is less than the average mark of 5 and the post-test is merely above. The difference between the means (0.89) indicates there is a slight improvement made in participants' academic writing.

However, it is a reasonable value which shows the extent at which their academic writing was developed. Similarly, there is a slight difference in the Standard Deviation (0.20) between the two tests.

Table 3.11: Difference and squared difference between the academic writing pre and post tests scores.

| N ^o | Pre-test score (Pr) | Post-test score (Po) | Scores' differences Pr-Po = d | Squared score difference (Pr-Po) ² = d ² |
|----------------|---------------------|----------------------|-------------------------------|--|
| 01 | 4 | 5 | -1 | 1 |
| 02 | 5 | 4.5 | 0.5 | 0.25 |
| 03 | 2 | 7 | -5 | 25 |
| 04 | 4 | 5.5 | -1.5 | 2.25 |
| 05 | 4 | 5 | -1 | 1 |
| 06 | 3 | 5.5 | -2.5 | 6.25 |
| 07 | 3 | 4 | -1 | 1 |
| 08 | 6 | 6 | 0 | 0 |
| 09 | 6 | 5 | 1 | 1 |
| 10 | 6 | 7 | -1 | 1 |
| 11 | 5 | 6 | -1 | 1 |
| 12 | 6 | 4 | 2 | 4 |
| 13 | 4 | 4 | 0 | 0 |
| 14 | 4 | 4.5 | -0.5 | 0.25 |
| 15 | 5 | 8 | -3 | 9 |
| 16 | 6.5 | 7.5 | -1 | 1 |
| 17 | 7 | 7 | 0 | 0 |
| 18 | 4 | 5 | -1 | 1 |
| 19 | 6.5 | 7.5 | -1 | 1 |
| 20 | 2.5 | 4.5 | -2 | 4 |
| 21 | 3.5 | 4 | -0.5 | 0.25 |
| 22 | 6.5 | 7 | -0.5 | 0.25 |
| 23 | 3.5 | 5 | -1.5 | 2.25 |
| 24 | 4.5 | 4.5 | 0 | 0 |
| 25 | 4 | 6 | -2 | 4 |
| 26 | 6.5 | 6 | 0.5 | 0.25 |
| Sum (Σ) | | | Σd = -23 | Σd² = 67 |

$$t = \frac{\sum d}{\sqrt{\frac{N(\sum d^2) - (\sum d)^2}{N-1}}} = \frac{-23}{\sqrt{\frac{26(67) - (-23)^2}{26-1}}} = \boxed{3.30}$$

The same formula as in paraphrasing was used and the values found are:

Calculated t-value = $\boxed{3.30}$ Critical t-value = $\boxed{2.06}$

Statistical Hypothesis:

$$H_0 : M_{po} = M_{pr}$$

$$H_1 : M_{po} > M_{pr}$$

The p value was calculated by SPSS and was found ($p < 0.03$) which confirms our calculated one and subsequently the rejection of the null hypothesis.

3.2.2 Questionnaire

Section One: General information

Q1. Gender

Table 3.12: Students' gender distribution

| Gender | Number of participants | % |
|--------|------------------------|-----|
| Female | 23 | 88 |
| Male | 3 | 12 |
| Total | 26 | 100 |

Out of 26 participants, 23 (88%) are females and 3 (12%) are males. The number of females is seven times greater than males' because our population is 85% female and 15% male as reported in the university website. This may be due to the higher interest and

motivation of females in English language learning and commitment, as well. Also, the field of language learning has been always a female-dominated field.

Q2. Age

Table 3.13: Students' age distribution

| Age | Number of participants | % |
|---------|------------------------|-----|
| 21 - 23 | 21 | 81 |
| 24 - 30 | 1 | 4 |
| 30 -40 | 4 | 15 |
| Total | 26 | 100 |

We notice that the majority of the participants (81%) have practically the same age ranging from 21 to 23 years which indicates their quasi similar learning experience as Master1 students. The age difference reflects that the rest does not have the same educational pathway. One student is 26 years old and four students (15%) are between 30 and 40 years old.

Q3. Which skill is the most difficult to you?

Table 3.14: English language skill difficulty order

| Skills | Number of answers | % |
|-----------|-------------------|-----|
| Reading | 5 | 16 |
| Writing | 16 | 50 |
| Listening | 4 | 12 |
| Speaking | 7 | 22 |
| Total | 32 | 100 |

50% of the answers confirm that writing is the most difficult language skill. This is followed by the speaking skill having 22% of the answers. The next two less difficult skills are reading (16%) and listening (12%), with close percentages to each other. These results

show that the productive skills (writing and speaking) are more difficult than the receptive ones, especially the writing skill which requires an intensive and extensive practice. Because of the need of writing at this particular stage, the students consider writing as the most difficult skill which may be due to some factors mentioned in question 7.

Q4. In your opinion, what is the most important skill?

Table 3.15: English language skill importance order

| Skills | Number of answers | % |
|---------------|--------------------------|----------|
| Reading | 11 | 37 |
| Writing | 12 | 40 |
| Listening | 0 | 0 |
| Speaking | 7 | 23 |
| Total | 30 | 100 |

40% of the answers to this question relatively confirm that writing is the most important language skill. Closer to writing, comes the reading skill with a score of 37% with a tight difference. The speaking skill is ranked third with 23% of the answers. Therefore, no student opted for the listening skill. At this stage of education, the students consider writing as the most important skill and that opinion reflects the need of this skill to fulfill their educational requirements. Besides, reading is also considered almost as important as writing which could be explained by the fact that the two skills are interrelated in a way that reading may contribute to improve the writing skill.

Q5. What type of writing do you prefer?

Table 3.16: Writing type preference

| Types of writing | Number of answers | % |
|------------------|-------------------|-----|
| Academic writing | 14 | 50 |
| Free writing | 14 | 50 |
| Others | 0 | 0 |
| Total | 28 | 100 |

The students' writing type preference was divided equally between academic writing and free writing, and no one chose or added other type/s. Basically, academic writing is the prevalent writing at the university level which students often need mostly. As a matter of fact, EFL students are bound to write academically being aware of its importance in succeeding in their assessments. This might be one of the reasons that prompted 50% of the students to prefer academic writing among the others. On the other hand, in free writing, the students write spontaneously, free from restrictive rules and mistakes barriers which may lead this writing type preference to reach 50 % of the answers.

Section Two: Academic Writing

Q6. As a holder of a licence degree in EFL, how do you evaluate your academic writing level?

Table 3.17: Students' English academic writing level self-evaluation

| Levels | Number of participants | % |
|-------------|------------------------|-----|
| Very poor | 0 | 0 |
| Poor | 1 | 4 |
| Fairly good | 14 | 54 |
| Good | 11 | 42 |
| Very good | 0 | 0 |
| Total | 26 | 100 |

What can be first observed is that no one of the 26 participants has a very good academic writing. More than a half of the participants evaluated their level in academic writing as fairly good. Surprisingly, 11 students evaluated their level as good. They may have interpreted that the fact of holding a licence degree in EFL justifies a good level as a matter of course. However, very poor and very good levels are both entirely excluded from the students' answers. One student admits that her/his level is poor.

Q7. If you are unsatisfied with your English academic writing, is it due to:

Table 3.18: Students' English Academic Writing Dissatisfaction Reasons

| Dissatisfaction reasons | Number of answers | % |
|--|--------------------------|----------|
| a. Insufficient academic writing sessions | 3 | 9 |
| b. Lack of practice outside classroom | 21 | 62 |
| d. Insufficient time to cover all syllabi | 0 | 0 |
| d. Not having enough background before entering university | 6 | 17 |
| e. Others | 4 | 12 |
| Total | 34 | 100 |

To begin with, all the students answered this question and no one skipped it which means all of them are unsatisfied with their English academic writing to different degrees. The lack of practice outside classroom is the principal dissatisfaction reason with 62% of participants' answers. The other reasons are all lagging behind. The difference between the first reason and the second relative to students not having enough background before entering university, is noticeable (62% and 17%). Nine percent of the answers support the idea of insufficient academic writing sessions.

Four students expressed other reasons than the given ones. One justifies his answer by having many tests and examinations which makes her/him not having enough time to practise writing at home. The second given justification is the insufficient writing activities

in the classroom. The two other reasons are the lack of vocabulary and lack of reading in general.

Q8. For what purpose do you need academic writing?

Table 3.19: Students' purposes of academic writing

| Purposes | Number of answers | % |
|----------------------------|--------------------------|----------|
| Communication | 0 | 0 |
| Examination and evaluation | 9 | 22 |
| Writing research papers | 22 | 52 |
| Future career | 11 | 26 |
| Others | 0 | 0 |
| Total | 42 | 100 |

As shown in Table 3.19, the leading purpose is writing research papers with a rate of 52%. The future career purpose has 26% of the answers followed by examination and evaluation purpose with 22%. Communication was not selected by any one. Writing research papers is the major concern and students' goal since in less than one year time they will have to write their Master dissertations. This denotes the importance of the academic writing in fulfilling research papers. Academic writing for the purpose of future career is less considered (11%), but remains higher than examination and evaluation purpose.

Q9. Do you think that one academic writing tutorial a week is sufficient to practice and develop academic writing?

Table 3.20: students' opinions towards one academic writing tutorial a week sufficiency

| Opinions | Number of participants | % |
|----------|------------------------|-----|
| Yes | 0 | 0 |
| No | 26 | 100 |
| Total | 26 | 100 |

One academic writing tutorial a week is what actually the students are doing at the University of Biskra. All of the students agreed on the insufficiency of one tutorial a week to practise and develop their academic writing. Furthermore, the most suggested idea by the students in Q17 is to add more sessions. Seeking out other alternatives could contribute in developing academic writing.

Q10. How often do you practise academic writing outside classroom?

Table 3.21: Frequency of students' academic writing outside classroom practice

| Frequency | Number of participants | % |
|-----------------------|------------------------|-----|
| At least once a week | 3 | 12 |
| Once or twice a month | 11 | 42 |
| A few times a year | 8 | 31 |
| Never | 4 | 15 |
| Total | 26 | 100 |

According to their answers, most of the students practise academic writing outside classroom once or twice a month and a few times a year which corresponds to 42% and 31% respectively. The lowest rates concern four students (15%) who never did. However, the results include three students (12%) who practise at least once a week. In general, we can see the absence of intensive practice of academic writing outside classroom.

Section Three: Paraphrasing to Develop Academic writing

Q11. How do you find paraphrasing tasks?

Table 3.22: Students' evaluation of the paraphrasing tasks

| Evaluation | Number of participants | % |
|-------------------|-------------------------------|----------|
| Easy | 0 | 0 |
| Moderate | 22 | 85 |
| Difficult | 4 | 15 |
| Very difficult | 0 | 0 |
| Total | 26 | 100 |

The paraphrasing tasks are evaluated as moderate by the majority of the students (85%) and only four participants (15%) see them as difficult. The tasks appear to be accessible to most of them probably because of the given short passages. None of the evaluation limits (easy and very difficult) were selected.

Q12. Are the paraphrasing tasks useful outside classroom?

Table 3.23: Usefulness of paraphrasing tasks outside classroom

| Opinions | Number of answers | % |
|-----------------|--------------------------|----------|
| Yes | 26 | 100 |
| No | 0 | 0 |
| Total | 26 | 100 |

As expected, all the students agreed that the paraphrasing tasks outside classroom are useful, but the most important part of the question is the given reasons to this fact.

Q12.1 Please explain why?

The majority of the students gave explanations of the paraphrasing tasks usefulness in general; whereas, the asked question requires specific explanations to outside classroom.

However, in the outside classroom conditions, we read that due to insufficient academic writing sessions, a student does not have enough time to do paraphrasing tasks inside classroom. So, s/he can take and do them outside. Also, in this case, the students will have more opportunities to develop academic writing and freely use dictionaries and search for reliable sources in different fields and get a better understanding of the subject matter.

It is worth adding general given explanations which can be resumed as follow: Paraphrasing develops vocabulary and word choice, as well as the writing skills. It provides conciseness and gives the most important of the passage with a clear and persuasive language and is considered as an efficient means for transmitting information. Some noted that paraphrasing is useful for research papers. Among the advantages, paraphrasing tests the critical thinking, understanding of the pieces of writing and prevents from plagiarism. Besides, it helps achieving goals of communication through expressing ideas in many ways. Finally, as concisely answered by one student, practice makes perfect.

Q13. What do paraphrasing tasks most improve?

Table 3.24: The most improved skills by paraphrasing tasks

| Most improved skill | Number of answers | % |
|----------------------------|--------------------------|----------|
| a. Writing production | 20 | 47 |
| c. reading comprehension | 7 | 17 |
| d. Paraphrasing skill | 15 | 36 |
| e. Others | 0 | 0 |
| Total | 42 | 100 |

The writing production is considered to be the most improved skill by the paraphrasing task (47%) which is closely followed by the paraphrasing skill (36%). Reading comprehension was ranked on the third place (17%). However, no one added other aspects

that paraphrasing improves. It can be noticed from this question that we have 42 answers because 12 students gave more than one answer.

Q14. In what the possible paraphrase answers are useful?

Table 3.25: Usefulness of the possible paraphrase answers

| Usefulness | Number of answers | % |
|--|--------------------------|----------|
| a. Motivating | 2 | 6 |
| b. Correcting mistakes | 4 | 13 |
| c. Learning techniques of paraphrasing | 8 | 26 |
| d. All of them | 16 | 52 |
| e. others | 1 | 3 |
| Total | 31 | 100 |

Half of the students (52%) see that the paraphrasing answers were helpful in all options: Motivating, correcting mistakes, and learning techniques of paraphrasing. 26% selected learning techniques and 13% selected correcting mistakes . The students do not find paraphrase answers motivating and motivating is the least one 6%. One student wrote that paraphrase answers develop the method of paraphrasing. The students appreciated all the options but since option “d” covers option “c”, we may interpret that the possible paraphrase answers are mostly helpful in learning paraphrasing techniques.

Q15. How useful does the intensive practice of paraphrasing outside classroom can develop EFL Learners' academic writing?

Table 3.26: Students' appreciation of the intensive practice of paraphrasing outside classroom

| Appreciation | Number of answers | % |
|--------------|-------------------|-----|
| Not at all | 0 | 0 |
| Slightly | 0 | 0 |
| Quite | 8 | 31 |
| Very | 18 | 69 |
| Total | 26 | 100 |

From the obtained answers, we can see that 18 out of 26 participants believe that the intensive practice of paraphrasing outside classroom is very useful and 8 participants evaluated this practice as quite useful. No single participant appreciation differs from these two.

Q15.1 Please explain.

Most of the students affirm that practising paraphrasing in this way develops the writing production and enhances the writing style. It enriches the student's vocabulary and widens his/her knowledge about various topics. Also, in this way, the student becomes autonomous and relies on his/her, and consequently his/her performances will be better than being assisted according to some participants, as it enables them to remember better the process of paraphrasing and do the latter in a shorter time. Grasping the paraphrasing techniques and good command of them are the shared answers. In addition, the student, through paraphrasing, discovers and learns what is relevant and irrelevant to academic writing and becomes aware of the importance of paraphrasing practice.

Q16. Which is the most useful means to practise paraphrasing outside classroom?

Table 3.27: Means of practising paraphrasing outside classroom

| Means | Number of answers | % |
|----------------------------|-------------------|-----|
| Online exercising | 9 | 26 |
| Lesson handout summarising | 8 | 23 |
| Research papers writing | 18 | 51 |
| Others | 0 | 0 |
| Total | 35 | 100 |

Writing research papers is the most useful means to practise paraphrasing outside classroom according to the obtained percentage of answers (51%). The following two means with respect to order are online exercising (26%) and summarising lesson handouts (23) whose scores are very close to each other. No different means than the given ones was mentioned.

Q.17 Please add comments and suggestions concerning ways to develop academic writing through paraphrasing.

The aim of this question is to get the students' feedback with regard to developing academic writing through paraphrasing. To put the comments and suggestions in order of the number of given answers, we notice that most of the latter are concentrated on the need of more paraphrasing sessions in order to improve both academic writing and paraphrasing and practice it intensively outside classroom. In second order comes reading which is strongly suggested by participants who stressed on it to be done frequently. They argue that the acquired vocabulary through reading helps improving someone's paraphrasing and academic writing.

One student suggests providing the students with similar tasks as the given ones for the treatment sessions and another one commented that the student should be motivated and has insights about the topic. It can be motivating through the suggestion of creating a group of students to work together paraphrasing and meanwhile share knowledge. The last comment concerns the teacher's role in encouraging students to paraphrase the lesson after being written in the classroom.

3.3 Discussion of the Results

From our analysis of the tabulated paraphrasing scores and results, a significant improvement of the participants' scores was observed. This can be seen through the means which are both above the average '5' and especially the remarkable lift in the mean from 5.17 to 8.08. This significant result can be explained by the number of paraphrasing tasks done outside classroom by the sample which consists of volunteer participants whose the majority (84%) submitted 4 to 6 homework tasks as shown in Appendix 9. As a detail, the participants attempted all the given exercises and no one was left blank. Besides, according to the questionnaire, the majority of participants found the given tasks moderate. Furthermore, the specific paraphrasing lessons given by the supervisor in parallel with the homework tasks, strengthened their background in this matter.

While correcting the two tests, we observed their improvement in paraphrasing techniques and appropriate use of rules. For instance, unlike the pre-test, the participants mostly cited the authors in the post-test. All the above reasons contributed in the score contrast between the paraphrasing tests, marked by the fact that almost half (46%) of the participants did not obtain the score 5 (Average mark) in the pre-test ,on one hand, and no participant had a score below 5 in the post-test ,on the other hand.

The academic writing results showed a slight improvement since the difference between the two means is equal to 0.89. However, it is a reasonable value which indicates the extent at which their academic writing was developed knowing that the outside classroom homework tasks consist only of paraphrasing exercises. The efforts made to create an intensive practice by giving 21 selected exercises with their possible answers played a role in achieving this result.

A paired t-test was carried out for paraphrasing data and proved statistically our hypothesis that post-test results would be higher than the pre-test ones.

The relationship between the paraphrasing and academic writing results is interesting and can be interpreted that the considerable improvement in paraphrasing produced the slight development in academic writing. Of course, an increment in academic writing score requires a plenty of increments in paraphrasing score. However, they remain interrelated. An increase of 0.89 in the mean is fairly acceptable as it is a matter of academic writing which is evaluated by most participants as the most difficult among the learning skills. This finding supports our investigation and complies with our research question and hypothesis. A paired t-test was carried out for academic writing data; and, by the end, it proved statistically our hypothesis that post-test results would be higher than the pre-test ones.

Our investigation was completed by a questionnaire to obtain further information about the participants' perceptions of the conducted experiment which generated results, discussed as follows:

Table 3.14 and table 3.15 expose to view that the writing skill is both the most difficult and the most important skill to the students. In fact, this result strongly supports our point of view expressed earlier in this work regarding the main reason we have decided on the

subject relative to writing improvement. Therefore, we sought that paraphrasing outside classroom could contribute in this matter. Master One students expressed, through this result, their awareness of the importance and difficultness of writing, as they will soon prepare their dissertations. In addition, they focused on writing research papers (52% of the answers) when they were asked for what purpose they need academic writing. At this stage, the students try to sharpen up their academic writing. Although the participants evaluated their academic writing as fairly good and good, they are still unsatisfied with their English academic writing because of the lack of practice outside classroom. This reason stands as “the major one” with a rate of 62% followed by the reason of “not having enough background before entering university”, and then “insufficient academic writing sessions”. These given reasons are the answers to our research question and supports our hypothesis as well as it brings an answer to the issue.

As a method of working, outside classroom complements the acquired knowledge inside classroom knowing that all the participants agreed that one academic tutorial a week is insufficient to practise and develop academic writing. But, in our opinion, extra sessions in classroom do not appear to be a convincing solution because of the limited time table. Even if we suppose that extra sessions are afforded, they cannot substitute the outside classroom extended time during which the students manage their time that suits their convenience and use different means that are not available inside classroom. The obtained students’ practice frequency of academic writing outside classroom could be increased and students should better exploit this advantageous time.

Several strategies were investigated by researchers in order to improve EFL learners’ academic writing. In our work, we opted for paraphrasing outside classroom because it involves many skills (reading, writing and critical thinking). All the participants believe that the paraphrasing tasks are useful and gave explanations for their opinions. These

explanations include the environment, more opportunities, means availability, choice of subjects, levels and so forth. Our hypothesis is quite consistent with the participants' opinion given in (Q13) where a great number of the students' answers (47%) say that paraphrasing mostly improves the writing production, and put the paraphrasing skill in the second order with 36%.

All the participants (85%) found the paraphrasing tasks moderate, except four who found them difficult. This can be explained by the paraphrasing sessions provided by the supervisor and the easiness of the starting exercises in most homework tasks. By some means, this strategy has encouraged the students and has grown their self-confidence.

The participants appreciated the given homework tasks with their possible answers, in particular, for three reasons as one answer: The learning techniques of paraphrasing, correcting mistakes and motivating. Furthermore, all the students agree, with two different degrees, that intensive practice of paraphrasing outside classroom could develop EFL learners' academic writing. This result is an answer to our research question, as well. Therefore our investigation could make, to a certain degree, a worthwhile contribution to develop EFL learners' academic writing.

Among the means which could be used to exercise paraphrasing, research papers writing was preferred by the participants to online exercising and lesson handout summarising. This selection may reflect their belief on the role of academic writing in achieving their researches, particularly the final year ones.

Finally, the students' suggestions concerning ways to develop academic writing through paraphrasing emphasised on the need of more paraphrasing and academic writing sessions and intensive practice outside classroom. Intensive reading which is related to develop this skill was also suggested. Other interesting suggestions were also included

such as the creation of group work, a method which favours an exchange of knowledge and ideas. Also, they noted the need of motivation and involvement of the teacher's role in encouraging the students to paraphrase the classroom written lessons.

3.4 Synthesis of the Findings

The quasi experiment we carried out with the participation of 26 volunteered students came up with some interesting findings. First, it was the significant improvement made in the paraphrasing skill resulted in the scores recorded at the post test that was mainly due to the intensive practice outside classroom and some other previously discussed factors. The improved performances were marked by the appropriate use of paraphrasing techniques and rules.

The second most interesting finding was the development of the participants' academic writing which has led to a relatively slight increase in the post-test scores. Mathematically, the increase of 0.89 in the mean may appear relatively small but we consider it as a quite significant amount as far as academic writing matters. In other words, academic writing was evaluated by the participants through the questionnaire as the most difficult and important skill, as well. This increase indicated somehow, the extent to which paraphrasing outside classroom develops EFL learners' academic writing, which represents an answer to our research question.

The obtained results have also lead to another finding which is the relationship between the two findings and the need of intensive practice since an increase of 0.89 in the academic writing mean required an increase of 3.98 in paraphrasing mean. In this context, the lack of practice outside classroom was expressed by most participants as the major reason dissatisfaction with their English academic writing. Finally, all the participants

agree to two different degrees, that the intensive paraphrasing outside classroom develop EFL learners' academic writing which confirms our hypothesis.

Conclusion

Based on a quasi-experiment involving 26 participants, completed with a questionnaire, our study analysed the collected data. The treatment results were tabulated and some determinant parameters were calculated using relevant formulae. The questionnaire results, too, were tabulated and rated. In addition, calculation was made conventionally, as well as by means of SPSS and both confirmed statistically our hypothesis. A discussion interpreted the obtained results and emphasised on those directly linked with our research questions and hypotheses. The two tools gave, to a great extent, answers to our research questions and confirmed our research hypotheses. As far as we are concerned with EFL learners' academic writing performances, this decisive chapter provided results to our investigation.

General Conclusion and Recommendation and Limitations

Academic writing is deemed to be a daunting task at all degrees. Learners become more aware of the necessity of improving their academic writing the closer they approach the final year since they will be required to prepare their final year dissertation as they may need to write research papers in their future career. Both teachers and learners at Biskra University are conscious of the unsatisfying academic writing level. Our study sought to explore the reasons behind their low achievement in academic writing aiming at developing positive attitudes towards this matter.

As an active learning strategy, our study has investigated the use of paraphrasing outside classroom to encourage learners to adopt this skill through intensive practice outside classroom and to see to what extent it develops EFL learners' academic writing. Thus, this study is conducted to confirm or reject the hypotheses, namely, developing paraphrasing outside classroom improves EFL learners' academic writing, and that lack of academic writing practice outside classroom impacts negatively their level of academic writing achievement.

To review, the first chapter covered an overview of academic writing containing definitions, importance, different characteristics, conventions, writing approaches, common types, reference and documentation. These are the main components that learners should be acquainted with. Chapter two investigated the paraphrasing process in writing, starting with the different definitions stated by several authors as well as its main steps learners should comply with. Then, it introduced the ground rules to accomplish a correct paraphrase, followed by some extended techniques which could enable learners to paraphrase effectively. In addition, other related components were presented in order to

broaden learners' background by introducing why and when to paraphrase and the difference between paraphrasing, summarising, and plagiarism.

In order to test our hypotheses, we opted for two data collection methods, a test to measure the effects of paraphrasing on developing EFL learners and a questionnaire to gain students' insights and perceptions. The statistical results in the quasi-experiment displayed a quite significant improvement in both paraphrasing and academic writing performances confirming our hypothesis through a t-test. These results correspond with those of the questionnaire in which the students revealed their agreement on that intensive paraphrasing practice outside classroom has developed their academic writing. The majority of the students consider the lack of practice as the most factor affecting negatively their academic writing.

Finally, we consider the insertion of the 'outside classroom' aspect to the subject matter of our research could be an addition to the current dissertation that could make a contribution to develop EFL learners' academic writing.

Recommendations

Through the writing of our dissertation leading to Master degree, we have intensively used paraphrasing and experienced the most of this skill as well as the improvement of our academic writing. Therefore, we strongly recommend that third year students too prepare a research paper for their "licence" degree as this could help them in carrying out further papers.

Also, I recommend, that more papers for course requirement or essays be done outside classroom since the first year at the university and the obtained scores should be taken into account in the students' evaluation and assessment.

The creation of a magazine whether by the section of English or student club, to which EFL learners contribute articles in English language is recommended as well.

Finally, our recommendations include online exercising and summarising lesson handouts.

Limitations

Our study was based on the intensive practice outside classroom which was in form of homework tasks consisting of numerous exercises seeking to improve EFL learners' academic writing. As far as the number of participants (N) matter in this type of study, we attempted to have a larger number of participants but only 26 received the experimental treatment. Also, we intended to give more than six homework tasks in order to make paraphrasing practice more intensive, but because of students' strike which lasted for 2 months it was not possible to do further, as we encountered difficulties in assembling the students to do the post-test earlier since they were on strike.

In addition, there was a lack of sources and previous research studies dealing with our topic. No research involving the outside classroom as an essential pattern in our study was found so far. However, we consider this limitation as an important opportunity to highlight this missing element in our investigation. The results of our study are not generalized since our research is a case study limited only in this sample.

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Publishing Group.

Appendices

Appendix 1

Participants' Consent Letter

Information letter for participants (Dated November 2018)

Dear participant,

As a final year Master's student, I am conducting a qualitative and quantitative research, which will fulfil partial requirement for my Master of English degree at Biskra University. This research investigates the use of paraphrasing outside classroom to develop learners' academic writing

Owing to the fact that the nature of my research requires your participation, I would like to invite you to voluntarily take part in this research study, namely the practical part which will last for about two months.

I am so thoroughly convinced that the work I am intending to carry out is of a great benefit not only to the researcher but to you as well, as this will improve your writing throughout the experiment study.

I will be very grateful to you if you consent to participate in this study, by signing the attached consent form.

Yours sincerely

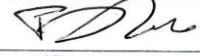
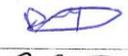
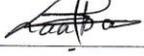
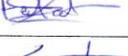
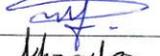
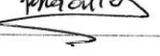


R.Daguiani

Researcher Contact Details:

Rachida Daguiani
E_mail: chidaguiani@gmail.com
Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English

Following the researcher's request, I, the undersigned, consent to participate in the research project being undertaken by Rachida Daguiani

| Name | e-mail | Signature |
|-----------------------|--------|---|
| Dali Ali Ramia | |  |
| Cheikh Ikrom | |  |
| Djerou Khadidja | |  |
| Ghanem Afrouh | |  |
| Keheroud Aina Islan | |  |
| TOUNSI EL Bachir | |  |
| Bouti Rach Rouame | |  |
| Abdelouahab Benharout | |  |
| Baghdadi Lamine | |  |
| Laâbab Fatma Zohra | |  |
| Bouguesba Bou Thaim | |  |
| Bankat Hayette | |  |
| Belmechi Aida | |  |
| Atallah Nesrine | |  |
| HENOUDA Meriem | |  |
| Bahlali Sihem | |  |
| Boukhalifa Bourmes | |  |
| BOUAOUK SOUMIA | |  |
| BARISSA HASNA | |  |
| FERHAT ASMA | |  |
| SAOULI SIHEM | |  |
| KHAOULA KEGHADI | |  |

Appendix 2

Administration Consent Letter

Rachida Daguiani
Department of Foreign Languages
Faculty of Letters and Foreign Language
Mohamed Kheider University of Biskra

The Head of The English Section
Faculty of Letters and Foreign Languages
Mohamed Kheider University of Biskra

e-mail: chidaguiani@gmail.com
Tel: 0666035695

12th November 2018

Dear Sir,

As a final year Master's student, I am conducting a qualitative and quantitative research, which will fulfil partial requirement for my Master of English degree at Biskra University. This research which is entitled **An Investigation into the Use of Paraphrasing outside Classroom to Develop Learners' Academic Writing** includes a pre-test and a post-test, as well as a treatment in between.

I am requesting your consent with regard to the participation of Master 1 student group1 in this work. In addition, questionnaires will be submitted to the students of the same group in order to reinforce the carried out quasi experiment in an attempt to get more completed and reliable results.

I am so thoroughly convinced that the work I am intending to carry out is of a great benefit not only to the researcher but to the students as well, as this will improve their writing throughout the study.

I will be very grateful to you if you consent to the participation of the group of students mentioned above in this study which is supervised by Dr Ahmed Chaouki Hoadjli, by signing the attached consent form.

Yours sincerely



R.Daguiani

I consent the participation of our Master 1 student group 1 in the quasi experiment and research project being carried out by Rachida Daguiani.

Name: Tayeb Bouhikem

E-mail: tayebbouhikem@gmail.com

Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Section of English

Date: 06/12/2015

Signature: 

مسؤول شعبة اللغتين الأجنبية
أبو حنيفة الطيب

Rachida Daguiani
Department of Foreign Languages
Faculty of Letters and Foreign Language
Mohamed Kheider University of Biskra

The Head of The English Department
Faculty of Letters and Foreign Languages
Mohamed Kheider University of Biskra

e-mail: chidaguiani@gmail.com
Tel: 0666035695

12th November 2018

Dear Sir,

As a final year Master's student, I am conducting a qualitative and quantitative research, which will fulfil partial requirement for my Master of English degree at Biskra University. This research which is entitled **An Investigation into the Use of Paraphrasing outside Classroom to Develop Learners Academic Writing** includes a pre-test and a post-test ,as well as a treatment in between.

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I am so thoroughly convinced that the work I am intending to carry out is of a great benefit not only to the researcher but to the students as well, as this will improve their writing throughout the experiment study.

I will be very grateful to you if you consent to the participation of the group of students mentioned above in this study which is supervised by Dr Ahmed Chaouki Hoadjli, by signing the attached consent form.

Yours sincerely



R.Daguiani

I consent the participation of our Master 1 student group 1 in the quasi experiment and research project being carried out by Rachida Daguiani.

Name: *Kerboua Salim*

E-mail: *salim.kerboua@gmail.com*

Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Section of English

Date : *07/12/2018*

Signature:



Appendix 3

Pre-test

Test One

Name: ..

Group: ...01...

Exercise 1: Read the following sentences and answer whether they are true or false

1. Paraphrasing means expressing another person's ideas in your own opinion.

True False

2. You should paraphrase a section of text by expressing it in different way, highlighting key ideas and getting to the heart of what the writer is saying.

True False

3. Good paraphrasing shows that you understand another writer's point of view.

True False

Exercise 2 : Circle the sentence which is closest in meaning to the two sentences below /best paraphrase?

1. **The judge was relieved when the jury was finally ready to announce its verdict.**

- a. When the jury announced its verdict, the judge was relieved.
- b. The judge asked the jury to arrive at a verdict.
- c. The judge welcomed the prospect of an imminent verdict.
- d. The jury welcomed the judge's relief.

2. **25% of adolescents who have one baby have a second baby within two years of the first baby's birth.**

- a. 25% of babies are born to mothers who are adolescents.
- b. One out of four adolescent mothers has another baby before the first baby reaches his second birthday.
- c. A quarter of adolescent mothers gives birth when their first born is two.
- d. 25% of adolescent mothers become pregnant again when their first babies are two years old.

Exercise 3 : Rewrite the following text on your own words (paraphrase)

Academic writing plays a very important role in university education as it is the way students demonstrate their understanding of the subject" (Carter, 2001, p.222)

Paraphrase:

According to Carter (2001, p.222), Academic writing has its two effective roles as well as in the university education and helping students to get clear idea about the topic they are going to deal with.

3

0

1

Name :

Group: 01

Composition: In some countries the average weight of people is increasing and their levels of health and fitness are decreasing. What do you think are the causes of these problems and what measures could be taken to solve them?

Health is Allah's gift but most of people haven't realised yet its valuable, they are careless towards being fit. That's why in some countries the average weight of people is increasing due to many reasons including the frequent desire to eat a lot of fast food regardless of how many calories it might have. Probably eating too much before directly sleep is considered as the essential cause of obesity. To overcome this phenomenon, people must be aware of the result of non stop eating, because obesity leads to many health diseases like the heart attack, motivate them to follow a healthy diet full of vegetables. Encouraging people to work hard in order to get the high level of fitness by showing them previous fat people's experience who became healthy and their life completely have changed to the best.

(3)

Appendix 4

Scoring Criteria

Scoring Criteria of Exercise Three (pre and post tests)

| Criteria | Poor (0) | Fair (1-2) | Good (3) | Excellent (4) |
|-------------------|---|---|---|---|
| Main Ideas | The paraphrase has plenty of unrelated ideas. | The paraphrase reflects the ideas of the original text in few aspects. | The paraphrase reflects the ideas of the original text in most aspects. | The paraphrase reflects the ideas of the original text in all aspects. |
| Language | There are many grammatical structural and spelling mistakes. The writer copies long chunks from the original text. | There are some grammatical structural, and spelling mistakes. The writer copies short chunks from the original text. | There are few grammatical structural, and spelling mistakes. The writer copies few words from the original text. | The paraphrase consists of correct grammar, structure, and spelling. The writer copies only the shared language. |
| Source | The paraphrase does not include a source (plagiarism). | The paraphrase includes incorrect source citation. | The paraphrase includes incomplete source citation. | The paraphrase includes a successful source citation. |

Scoring Criteria of Exercise Four (pre and post tests)

| General Assessment Criteria | Explanation | Scoring | Total Score = 10 |
|------------------------------------|--|--|-------------------------|
| Content/Ideas | <ul style="list-style-type: none"> - Excellent support - Unified - Follows the assignment - Interesting to read | <p>Very good: 2.5</p> <p>Good: 2</p> <p>Average: 1</p> <p>Needs work: 0 - 0.5</p> | 2.5 |
| Organisation | <ul style="list-style-type: none"> - Introduction - Body - Conclusion - Coherent and cohesive. | <p>Very good: 2.5</p> <p>Good: 2</p> <p>Average: 1</p> <p>Needs work: 0 - 0.5</p> | 2.5 |
| Grammar/ Structure | <ul style="list-style-type: none"> - Control of basic grammar (e.g: tenses, articles, etc) - Sentence structure with complex compound sentences. | <p>Very good: 2.5</p> <p>Good: 2</p> <p>Average: 1</p> <p>Needs work: 0 - 0.5</p> | 2.5 |
| Word Choice | <ul style="list-style-type: none"> - Sophisticated choice of vocabulary items. - Correct word forms. | <p>Very good: 1.5</p> <p>Good: 1</p> <p>Average: 0.5</p> <p>Needs work: 0 - 0.5</p> | 1.5 |
| Mechanics | <ul style="list-style-type: none"> - Good format - Control over capital letters, periods, commas, etc. - Control over spelling. | <p>Very good: 1</p> <p>Good: 0.75</p> <p>Average: 0.25</p> <p>Needs work: 0 - 0.25</p> | 1 |

Appendix 5

Lesson Plan

Part One: Paraphrasing Process/ Steps

Date: 21 / 11/ 2018

Place: Faculty, 15

Time: 08:00-09:30

Module: Methodology

Lesson: Paraphrasing process/steps

Required materials: Pens, papers, board, chalk

Lesson focus:

This part will focus on checking the students background about paraphrasing and making them aware of the process/steps to achieve an effective paraphrasing.

Objective:

- Participants will know what paraphrasing is.
- Participants will be able to paraphrase.

Competencies:

The competencies planned for the learners to achieve in this part are: Reading comprehension, paraphrasing, and writing.

Training content: Homework n°1

At the end of the session, the teacher distributes homework to participants and asks them to hand back next session.

Part Two: Paraphrasing Rules

Date: 05 / 12/ 2018

Place: Faculty, 15

Time: 08:00/ 09:30

Module: Methodology

Lesson: Paraphrasing rules

Required materials: Pens, papers, board, chalk, handout

Lesson focus:

This part will focus be on participants rules apply and checking ability to differentiate between paraphrasing and summarising.

Objective:

- Participants will apply paraphrasing rules
- Participants will differentiate between paraphrasing and summarising.
- Participants will know how to cite correctly.

Competencies:

The competencies planned for the learners to achieve in this part are paraphrasing and summarising skills.

Handout: General Rules for Paraphrasing

Do:

- ◆ Make sure you understand the meaning and intent of the original.
- ◆ Identify the source (i.e., author and page number in MLA style) within the text.
- ◆ Use your own words and sentence structures.
- ◆ Use roughly the same number of words as the original.
- ◆ Borrow exceptional words or phrasing from the original by quoting exactly.
- ◆ Enclose quoted words and phrases in quotation marks.

◆ Retain the original tone (i.e., humorous, somber, angry).

Do not:

◆ Interject your own views.

◆ Change or distort the meaning or intent of the original.

◆ Leave out significant information.

◆ Quote large sections that could be rephrased.

◆ Guess at the meaning of the original.

◆ Present paraphrased material as your own.

Tips for Paraphrasing

Write a literal paraphrase first:

- Read the original text carefully for meaning.
- Look up any vocabulary with which you are not familiar.
- Look up synonyms for difficult words.
- Write a word-for word substitution, making use of the same sentence structures, checking your version against the original text.
- Imagine that you are writing a translation of the original text.
- Write a “free” paraphrase of your own literal paraphrase:
- Put the original text away.
- Working from your literal paraphrase, revise sentences in your own style and your own words.
- Check to see that you have used roughly the same number of words in both versions.
- Read your “free” paraphrase aloud to see if it makes sense.
- Compare your “free” paraphrase to the original; check to see if you have changed or omitted information.
- Make sure that any wording taken directly from the original is enclosed in quotation marks and credited to its author.

Source: Yongstown State University (n.d). General rules for paraphrasing. Retrieved from <https://ysu.edu/writing-center>

Training content: Homework n°2

At the end of the session, the teacher collects homework 1 and distributes homework 2 to followed by homework 1 possible answers.

Part Three: Paraphrasing Techniques

Date: 21 / 02/ 2019

Place: Betaibi, 14

Time: 11:20/ 12:50

Module: Methodology

Lesson: Paraphrasing techniques

Required materials: Pens, papers, board, chalk, handout

Lesson focus:

The focus in this part is on the use of the various techniques in order to paraphrase effectively.

Objective:

- Participants will be able to use different techniques to paraphrase effectively.
- Participants will use different sentence structure and words.

Competencies:

The competency planned for the learners to achieve in this part is paraphrasing.

Handout: Techniques of paraphrasing

Rewriting a text for the purpose of including it in your own writing can be done in several ways. Look at these examples and then do the exercises.

1. By changing the vocabulary (verbs/nouns)

e.g. She examined the difficulties that . . .

= She investigated the problems that . . .

Rewrite the following:

Smith and Jones (1 99 1) found that the circumstances had . . .

.....

2 .By changing the verb form (e.g. from active to passive: this can change the focus or emphasis)

e.g. Johns (1 987) analysed the students' difficulties and . . .
= The students' difficulties were analysed by Johns (1987) and . . .

Note: Using a passive rather than an active verb form here changes the focus from the writer to the research i.e. the students' difficulties.

Rewrite the following:

Brown and White (1994) observed the problems caused by seminars . . .
.....

3. By changing the word class (e.g. from verb to noun phrase)

e.g. The reports were completed in April . . .
= The completion of the reports in April ensured that the students had time to revise before their examination.

Suggest a different continuation after: The completion of the reports in April . . .

Note: Changing the word class allows you to add your own comments.

Rewrite the following and add an appropriate comment of your own:
James and Harris (1984) concluded that there was a need for note-taking practice.
.....

4 .By synthesis

You may need to combine two or more viewpoints or pieces of information from other writers in your paraphrase and summary. Often one reference will support another, but there may be opposing views as well.

Example of a synthesis

Johns and Dudley-Evans (1980) touched on the problems created by the lecturers' use of colloquial words and phrases . . . This use of informal language was also noted by Jackson and Bilton (1 994) who investigated geology lectures given in English...

Two direct quotations are given below relating to the same topic (note taking). Paraphrase and combine them in a brief report (not using direct quotations). See the Structure and Vocabulary Aid for a selection of reporting verbs.

'Terseness of note taking . . . rather than mere quantity seems to be an essential ingredient of effective . . . note taking. (Dunkel, 1988)

'several other researchers have found similar positive relationships between "terseness" of notes and test performance . . .' (Chaudron, Loschky and Cook,

1994)

Note: terseness here means being brief or concise.

Training content: Homework n°3 +4

At the end of the session, the teacher collects homework 2 and distributes homework *n°3 and 4* followed by homework 2 possible answers.

Part Four: Paraphrasing and Plagiarism

Date: 28 / 02/ 2019

Place: Bettaibi, 14

Time: 11:20/ 12:50

Module: Methodology

Lesson: Paraphrasing and plagiarism

Required materials: Pens, papers, board, chalk

Lesson focus:

Objective:

- Participants will be able to paraphrase without plagiarising
- Participants will be to able to distinguish between paraphrased and plagiarised piece of text.
- Participants will know how to cite correctly.

Competencies:

The competency planned for the learners to achieve in this part is paraphrasing.

Training content: Homework n°5+6

At the end of the session, the teacher collects homework 3 and 4 and distributes homework 5 and 6 followed by homework 5 and 6 possible answers.

Appendix 6

Homework

Name: _____

Date: 22.11.2018

Group: 03...

Paraphrasing Homework N°1

Paraphrase the following:

1. Every year, thousands of tourists visit Niagara Falls.

Niagara Falls are visited by thousands of tourists every year.

2. Although the coach's strategy was a little dangerous, the team was successful.

The team succeeded despite of the coach's risky strategy.

3. For many people across Europe, the introduction of the Euro has led to price rises in many goods.

According to European people, the price of goods increases due to the Euro.

4. Exercise can help a lot in alleviating stress – that is a known fact. Exercise is a good way in reducing stress, and cardiovascular exercise is recommended for about 15 to 30 minutes, thrice or four times a week. Several studies have indicated the effects of exercise in handling stress. The activity can release endorphins to the blood stream.

A lot of studies argue that the best thing to reduce stress and release the endorphins to the blood stream is exercise.

Date: ... 11/12/2018

Name: _____

Group: ... 03.

Paraphrasing Homework N° 2

Paraphrase the following:

1. Giraffes like acacia leaves and hay and they can consume 75 pounds of food a day.

75 pounds of food can giraffes consume them a day.

2. Two of the students were expelled for violating the school's 'no fighting' policy.

Because of violating the school's 'no fighting' policy, two of the students were expelled.

3. "The increase in the number of students attending university has led to changes in the methods and style of lecture delivery" (Mendez, 2010, p.8).

Mendez (2010) founded that the changes in the methods and style of lecture delivery is due to the increase in the number of students attending university (p.8).

4. "Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes." (Lester 46-47)

The overuse of the quotation in the final research paper is due mainly to the students when taking notes, they often use the direct quotation a lot. Thus, they should limit the original transcribing words while taking notes because likely about 10% of their final piece of writing should appear as directly quoted matter (Lester 46-47).

Date: .../.../...

Name: ...

Group: ...02

Paraphrasing Homework N°3

Paraphrase the following:

1. Annoyed because he could not have his way, Rex walked out.

Rex was annoyed since he could not have his way, so he walked out.

2. With electronic cigarettes, there will be no smoky smell on your clothes or skin.

Opting for electronic cigarettes will prevent the smoky smell on your clothes or skin.

3. "Courses should contain a practical component ensuring graduates have skills that are transferable to the work place" (Simons, 1999, p.44)

According to Simons (1999), the practicality aspect must be integrated within courses to ensure the graduates have the essential skills needed in the ground work.

4. "Online teens in the US report they typically spend 2 hours on the internet a day. On average, 80% of that time is spent on social network" (Scribd.com, 2012).

American adolescents spend 2h on the internet daily. 80% of the time spent is likely to be dedicated to social networks. (Scribd.com, 2012)

5. Contrary to common belief that spinning of cars mainly occurs on slippery roads and at high speeds, the statistics show that by far most severe accidents occur on dry roads at speeds between 60 km/h and 100 km/h (Van Zanten, 2002).

It is falsely thought that spinning of cars basically happens on slippery roads at fast speed because the statistics indicates that the majority of serious accidents take place on dry roads at a medium speed (60 km/h → 100 km/h). (Van Zanten, 2002)

Date: 22.01.19

Name

Group: 02

Paraphrasing homework n°4

Paraphrase the following:

1 Of the 138 million acres of land that Native Americans owned in 1887, 90 million acres were taken away by whites by 1932

Out of 138 million acres, 90 million of them were seized by whites in 1932 from the Native Americans that possessed those lands in 1887.

2 A variety of evidence points to the existence of dark matter in the universe. As it is not directly observable with conventional astronomical techniques, we must rely on computer modules to guide our understanding.

The presence of dark matter in the world has been argued by evidence. Since it is not blatantly noted with traditional astronomical techniques, it is better to count on computer modules to prove our conceptualization.

3 Today, programs in cancer rehabilitation are mainly based on psychotherapy or social support. Such therapies do not usually deal with the physical problems encountered by patients, such as fatigue, loss of functional capacity, and weight gain.

Nowadays, cancer rehabilitation programs are principally relying on both social assistance and psychotherapy. Consequently, these types of remedy do not tackle the physical issues confronted by patients, just like: exhaustion, absence of functional capacity and weight gain.

4 Conducting case studies gives you a chance to draw from your knowledge and research, practise your skills of analysis and reasoning, and draw conclusions. As a case study is taken from real life, it can be complex, and different readers of your case study may draw different conclusions (SACE Board of SA 2009, p. 1)

Since a case study is extracted from real life, it may be sophisticated, besides various readers of your case study can come to several conclusions.

A number of benefits could be mentioned, such as: having chance to incorporate your knowledge and research, exercise your skills of analysis and reasoning and come to conclusions.

(SACE Board of SA, 2009, p. 1)

Name:

Date: 22.01.19

Group: 02.

Paraphrasing Homework N°5

Paraphrase the following:

1. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: United Lifesavers," Consumer reports (May 1990): 348.

Three-quarters out of 1000 deaths caused by bicycles, make head injuries where half of the killed are young children. Therefore, it is quite significant to wear helmets that can less the jeopardy of head injury by 85 percent. "The Bike Helmets," United Lifesavers, emphasized that in an accident, a bike helmet diminishes the shock and cushions the head. (May, 1990, p. 348)

2. Research is an important part of many assessment types. When gathering research material you must be able to evaluate it for relevance to your topic and your focus. You will need to analyse the material for its facts, arguments, and opinions; select material that is directly applicable to your research; and record the publication details so that you can acknowledge your sources and include them in your reference list (SACE Board of SA 2009, p. 1).

Since research is deemed to be a crucial component of several assessment types, the accumulation of research data necessitates the researcher to consider its relevance to the chosen topic besides the angle from which the topic is viewed. Therefore, a researcher is supposed to make analyses about the facts, arguments and viewpoints. Choosing the suitable material and presenting its details will facilitate the job of acknowledging the source and mentioning it in the reference list.

(SACE Board of SA 2009, p.1)

Date: 28-04-2019

Name: ..

Group: 03..

Paraphrasing Homework N°6

Paraphrase the following:

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.

"The Antarctic is that the huge supply of cold on our planet, just as the sun is that the supply of our heat, and it exerts tremendous management on our climate." [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to combine with hotter water atmosphere, yet the fragility of this control system is currently vulnerable by act." From "Captain Cousteau," Audubon (May 1990):17.

2. Matisse is the best painter ever at putting the viewer at the scene. He is the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pierces the southern wall of the city near the sultan's palace. With scrubby coasts of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in art history, Matisse gets the essence of a Tangier afternoon, including the subtle presence of the bowaab, the sentry who sits and surveys those who pass through the gate. From Peter Plagens, "Bright Lights," Newsweek (26 March 1990):50.

Matisse is that the best painter ever at putt the viewer at the scene. He is the foremost realistic of all trendy artists, if you admit the texture of the breeze as necessary to landscape and smell of oranges as essential to a still life. "The Casbah Gate" depicts the famous entranceway Bab el Aassa, which pierces the southern wall of the town close to the sultan's palace, with scrubby coasts of ivory, aqua, blue, and rose finely enclosed by the liveliest grey define in humanities. Matisse gets the essence of a tangiers afternoon, including the delicate presence of the bowaab, the watch who sits and survey's those that experience the gate. From peter plagens, "Bright lights," Newsweek (26 March 1990) = 50.

Turn over and continue writing if necessary

Appendix 7

Homework Possible Answers

Homework n°1

1. Niagara Falls is visited by thousands of people every year.
2. Even though the coach's plan was risky, the team was successful.
3. For the majority of the European population, the Euro resulted in higher prices daily items.
4. Exercise is a good way to get rid of stress. It is also a perfect way of lowering stress levels, while cardiovascular exercises that can be done three or four times a week for about 15 to 30 minutes is highly suggested. Research shows that there are positive effects of exercise in dealing with stress. It can help in releasing endorphins in the body.

Homework n°2

1. A giraffe can eat up to 75 pounds of acacia leaves and hay every day.
2. Two students were kicked out of school for breaking the school's 'no fighting' rule.
3. Mendez (2010) claims that changes in tertiary teaching and learning are the result of a rise in the number of learners.
4. In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (LESTER 46-47).

Homework n° 3

1. Rex was angry because he wasn't able to do what he wanted, so he left.
2. Using electronic cigarettes does not make your skin and clothes smell smoky.
3. Simons (1999) argues that university programmes should provide students with skills that are applicable to the work place.

4. Teenagers in the US typically devote 2 hours of their day to being on the internet, spending 80% of that time on social networking sites (Scribd.com, 2012)
5. Although it is widely believed that most car accidents can be attributed to high speeds and poor road conditions, in fact, according to Van Zanten, the majority of serious accidents occur when roads are dry and the vehicle is travelling between 60 and 100 km/h (Van Zanten 2002).

Homework n° 4

1. By 1932, Native Americans had less than half of the land they had owned only 45 years earlier.
2. Research about the universe suggests that dark matter exists. However, scientists must use computer models to learn about it because dark matter can't be studied directly. (Lanzel and Barnes).
3. Current cancer treatment commonly uses psychological or social counselling methods. These tend to ignore the physical problems patients face, which include tiredness, physical disability, and weight increase.
4. Research about the universe suggests that dark matter exists. However, scientists must use computer models to learn about it because dark matter can't be studied directly (Lanzel and Barnes, 2009).

Homework n°5

1. The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children ("Bike Helmets" 348).
2. It is common to use research in many different tasks. There are certain points to be aware of when collecting research. These include making sure that it is relevant, analysing the main points, choosing information that is connected to the research topic, keeping a record of all details in order to reference them appropriately (SACE Board of SA 2009, p.1).

Homework n° 6

1. According to Jacques Cousteau the activity of people in Antarctica is jeopardizing a delicate natural mechanism that controls the earth's climate. He fears that human activity could interfere with the balance between the sun, the source of the earth's heat, and the important source of cold from Antarctica waters that flow north and cool the oceans and atmosphere ("Captain Cousteau" 17).
2. Matisse paintings are remarkable in giving the viewer the distinct sensory impressions of one experiencing the scene first hand. For instance, "The Casbah Gate" takes one to the walled city of Tangier and the Bab el Aassa gateway near the Sultan's palace, where one can imagine standing on an afternoon, absorbing the splash of colours and the fine outlines. Even the sentry, the bowaab vaguely eyeing those who come and go through the gate, blends into the scene as though real (Plagens 50).

Appendix 8

Homework Total Number of Homework and Exercises

| Exercise N° | 1 | 2 | 3 | 4 | 5 | Homework Total Number of Words |
|----------------------------------|----------|-----------|----------|----------|----------|---|
| Homework 1 word number | 8 | 12 | 18 | 58 | | 96 |
| Homework 2 word number | 16 | 13 | 20 | 51 | | 100 |
| Homework 3 word number | 11 | 14 | 17 | 29 | 36 | 107 |
| Homework 4 word number | 23 | 34 | 36 | 48 | | 141 |
| Homework 5 word number | 55 | 69 | | | | 124 |
| Homework 6 word number | 60 | 112 | | | | 172 |
| Total number of exercises | | 21 | | | | 740 words |

Appendix 9

List of Participants' Homework Done

| Students' Code | H1 | H2 | H3 | H4 | H5 | H6 | N° |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| P1 | X | X | X | X | X | X | 6 |
| P2 | X | X | X | X | X | | 5 |
| P3 | X | X | X | X | X | X | 6 |
| P4 | | | | X | X | | 2 |
| P5 | X | X | X | X | X | X | 6 |
| P6 | X | | X | X | X | X | 5 |
| P7 | | X | X | | | X | 3 |
| P8 | | X | | | | | 1 |
| P9 | X | X | X | X | X | | 5 |
| P10 | | X | | X | X | X | 4 |
| P11 | X | X | X | X | X | X | 6 |
| P12 | | | X | X | X | | 3 |
| P13 | X | X | X | X | X | | 5 |
| P14 | X | X | | X | X | | 4 |
| P15 | X | X | X | X | X | | 5 |
| P16 | X | X | X | X | X | X | 6 |
| P17 | X | X | | X | X | X | 5 |
| P18 | X | X | X | X | X | X | 6 |
| P19 | X | X | X | X | X | X | 6 |
| P20 | | X | X | X | X | | 4 |
| P21 | X | X | X | X | X | X | 6 |
| P22 | | X | | X | X | X | 4 |
| P23 | X | X | X | X | X | X | 6 |
| P24 | X | X | | X | X | X | 5 |
| P25 | X | X | X | X | X | X | 6 |
| P26 | X | X | X | X | X | X | 6 |

Appendix 10

Post-test

Test Two

Date:

Name: _____

Group: ..a!.....

Exercise 1: Read the following sentences and answer whether they are true or false.

1. If you have read something and then expressed it in your own words, you do not need to reference where the original idea came from.

True False

2. You should paraphrase a section of a text by using a dictionary/thesaurus to change some of the words.

True False

1. Paraphrasing demonstrates your understanding of the subject matter.

True False

Exercise 2: Circle the sentence which is closest in meaning to the two sentences below /best paraphrase?

1. Martha thinks that the issue of adolescent problems is important to write about.

- a. Martha thinks that adolescents like to write about their problems.
- b. Martha feels that writing about adolescent problems is worthwhile.
- c. Martha believes that the dream of most adolescents is to write something important.

2. It has been reported that the richest one percent of Americans own 40% of the country's wealth.

- a. The richest 1% is 40 times as wealthy as the rest of Americans.
- b. If the gap between rich and poor continues to grow at the current rate, the richest one percent will soon own 40% of the country's wealth.
- c. 40% of the country's wealth is in the hands of only 1% of Americans.
- d. 99% of Americans own 40% as much as the richest 1%.

Exercise 3: Write the following text on your own words (paraphrase)

Courses should contain a practical component ensuring graduates have skills that are transferable to the work place" (Simons, 1999, p.44)

Paraphrase:

A practical component should be involved in courses admitting graduates have skills that are interchangeable according to the situation.

(1)

Name: .

Exercise 4:

Essay: Nowadays the way many people interact with each other has changed because of technology. In what ways has technology affected the types of relationships people make? Has this become a positive or negative development?

Write a composition about this subject in 15 lines.

We are living in a globalization era where our life attitudes have changed, even the way people interact. Technology became a significant part of many people's life. Yet it affected the types of relationships positively and negatively.

Since the social media means have rapidly spread, people became able to easily communicate regardless where they are. Hence, they even have the ability to share their life style through live videos which served celebrities ~~most~~ because they have a considerable number of fans and followers. On the other hand, technology might play negative role on society. The most of its users abandoned real life meetings and conversations, many of them had some health problems as damaging the eyes' sight because they became addicted to. However, they might talk to fake accounts, which intends to threatening them.

No one would deny the fact that technology have great role and contribution to ease everyone's life, but it should be used rationally when it comes to communicate through.

(5.5)

Appendix 11

Fisher and F. Yates Table (Distribution of *t*)

APPENDIX A REFERENCE TABLES

TABLE A.4 Distribution of *t*

| df | PROBABILITY | | | | | |
|-----|-------------|-------|--------|--------|--------|---------|
| | .20 | .10 | .05 | .02 | .01 | .001 |
| 1 | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 31.598 |
| 3 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 12.941 |
| 4 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 8.610 |
| 5 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 6.859 |
| 6 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.959 |
| 7 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 5.405 |
| 8 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 5.041 |
| 9 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.781 |
| 10 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.587 |
| 11 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.437 |
| 12 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 4.318 |
| 13 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 4.221 |
| 14 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 4.140 |
| 15 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 4.073 |
| 16 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 4.015 |
| 17 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.965 |
| 18 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.922 |
| 19 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.883 |
| 20 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.850 |
| 21 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.819 |
| 22 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.792 |
| 23 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.767 |
| 24 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.745 |
| 25 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.725 |
| 26 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.707 |
| 27 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.690 |
| 28 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.674 |
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.659 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 40 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.551 |
| 60 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.460 |
| 120 | 1.289 | 1.658 | 1.980 | 2.358 | 2.617 | 3.373 |
| ∞ | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.291 |

Source: R. A. Fisher and F. Yates, *Statistical Tables for Biological, Agricultural, and Medical Research*, published by Longman Group Ltd., London (previously published by Oliver and Boyd, Edinburgh), and by permission of the authors and publishers.

Appendix 12

Students' Questionnaire Piloting Stage

Questionnaire for Students [The Pilot stage]

Dear students,

This questionnaire is designed to investigate the use of paraphrasing outside classroom to develop students' academic writing involving your level case. I will be grateful to you answering all the given questions. Also, I assure you that you remain anonymous and the paraphrasing tasks answers you wrote are confidential and are used only for the research purposes.

I thank you very much for your participation in this work of mutual interest.

Section One: General Information

1. Gender:

Male

Female

2. Age:

3. Which skill is the most difficult to you?

Reading

Writing

Listening

Speaking

4. In your opinion, what is the most important skill?

Reading

Writing

Listening

Speaking

5. What type of writing do you prefer?

a. Academic writing

b. Free writing

Section Two: Academic Writing Practice

1. As a holder of a Licence degree in English as a Foreign Language (EFL), how do you evaluate your academic writing level?

Poor Fairly good Good Very good Excellent

2. Are you satisfied with the English academic writing level you have acquired?

Yes No

3. For what purpose do you need Academic writing? (You can choose more than one answer)

- a. Communication
- b. Examination and evaluation
- c. Writing research papers (dissertation, thesis...etc)
- d. Future career
- e. Others

4. If you consider your level in academic writing as poor, is it due to:

- a. Insufficient academic writing sessions
- b. Lack of practice outside classroom
- c. Insufficient time to cover all the syllabi
- d. Not having strong enough background before entering university
- e. Other reasons.....
.....

5. Do you think that one academic writing tutorial a week is sufficient to practise and develop academic writing?

Yes No

6. How often do you practise academic writing outside classroom?

Very often Often Sometimes Rarely Never

Section Three: Paraphrasing to Develop Academic Writing

1. How do you find the given paraphrasing tasks?

Easy Moderate Difficult Very difficult

2. Are the paraphrasing tasks useful outside classroom?

Yes No

Please explain why.....
.....

3. In what do you think that feedback on paraphrasing tasks could be helpful?

- a. Motivating
- b. Correction of mistakes
- c. Learning different ways of paraphrasing
- d. All of them
- e. Others.....
.....

4. What do paraphrasing tasks most improve?

- a. Grammar
- b. Vocabulary
- c. Reading comprehension
- d. Avoiding plagiarism
- e. Others.....
.....

5. How did paraphrasing help you most to develop grammar?

- a. Changing a sentence structure (e.g. active to passive voice)
- b. Avoiding repetition

c. Developing language accuracy

d. Others.....

6. How did paraphrasing help you most to develop vocabulary?

a. Learning new words

b. Learning new expression usage

c. Avoiding informal language

d. Using appropriate vocabulary

e. Others.....

7. In your opinion, does intensive paraphrasing practice outside classroom develop academic writing?

Yes

No

Please explain.....

8. Do you think that developing the skill of paraphrasing can lead to academic writing improvement?

Yes

No

9. How useful does the use of paraphrasing outside classroom can develop EFL learners' academic writing?

Not at all

Slightly

Quite

Very

10. Which is the most useful means to practise paraphrasing outside classroom?

a. Online exercises

b. Lesson handouts

c. Literature review

d. Others.....

11. Please add **comments and suggestions** concerning ways to develop academic writing through paraphrasing.

.....

.....

.....

.....

.....

Section Four: Opinionnaire

1. Are there any ambiguous questions to answer in this questionnaire?

Yes

No

If yes, please mention them.....

2. Do you think that the layout of the questionnaire is attractive?

Yes

No

3. Are there any repeated questions?

Yes

No

If yes, please mention them.....

4. Is the questionnaire too long?

Yes

No

5. Are the questions relevant to the research topic?

Yes

No

If no, why?

.....
.....

Thank you for your cooperation.

Rachida DAGUIANI

The researcher

Faculty of Letters and Foreign Languages

Department of Foreign Languages

E-mail: chidaguiani@gmail.com

Supervisor: Dr. Hoadjli Ahmed Chawki

Appendix 13
Students' Questionnaire

Questionnaire for Students

Dear students,

This questionnaire is designed to investigate the use of paraphrasing outside classroom to develop students' academic writing involving your level case. I will be grateful if you devote time to answer the following questions. For ethical and research purposes, I assure you that your identity and the paraphrasing tasks answers you provide will remain confidential.

I thank you very much for your participation in this work.

- Please, tick (√) in the corresponding box and make full statements whenever necessary.

Section One: General Information

1. Gender:

Male

Female

2. Age:

3. Which skill is the most difficult to you?

Reading

Writing

Listening

Speaking

4. In your opinion, what is the most important skill?

Reading

Writing

Listening

Speaking

5. What type of writing do you prefer?

a. Academic writing

b. Free writing

c. Other.....

Section Two: Academic Writing Practice

6. As a holder of a Licence degree in English as a Foreign Language (EFL), how do you evaluate your academic writing level?

Very poor Poor Fairly good Good Very good

7. If you are unsatisfied with your English academic writing, is it due to :

a. Insufficient academic writing sessions

b. Lack of practice outside classroom

c. Insufficient time to cover all the syllabi

d. Not having enough background before entering university

e. Other reasons.....

.....

8. For what purpose do you need Academic writing?

a. Communication

b. Examination and evaluation

c. Writing research papers (dissertation, thesis, articles and so forth)

d. Future career

e. Others.....

.....

9. Do you think that one academic writing tutorial a week is sufficient to practise and develop academic writing?

Yes

No

10. How often do you practise academic writing outside classroom?

At least once a week Once or twice a month A few times a year Never

Section Three: Paraphrasing to Develop Academic Writing

11. How do you find paraphrasing tasks?

Easy Moderate Difficult Very difficult

12. Are the paraphrasing tasks useful outside classroom?

Yes No

Please explain why.....
.....
.....

13. What do paraphrasing tasks most improve?

- a. Writing production
- c. Reading comprehension
- d. Paraphrasing skill
- e. Others.....
.....

14. In what the possible paraphrase answers are useful?

- a. Motivating
- b. Correcting mistakes
- c. Learning different techniques of paraphrasing
- d. All of them
- e. Others.....
.....

15. How useful is the intensive practice of paraphrasing outside classroom to develop EFL learners' academic writing?

Not at all Slightly Quite Very

Please explain.....
.....

.....

16. Which is the most useful means to practise paraphrasing outside classroom?

a. Online exercising

b. Lesson handouts summarising

c. Research papers writing

d. Others.....

.....

17. Please add comments and suggestions concerning ways to develop academic writing through paraphrasing.

.....

.....

.....

.....

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ملخص

تعد كتابة اللغة الإنجليزية الأكاديمية الجيدة واحدة من أكثر المهام صعوبة التي يواجهها الطلاب خاصة في السنة الأخيرة من دراستهم. كوننا معنيين بهذا الأمر سعينا إلى البحث في هذه الدراسة، عن استخدام إعادة الصياغة خارج الفصل لتطوير الكتابة الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية. خلال هذا البحث شرعنا في معرفة إلى أي مدى يساعد استخدام إعادة الصياغة خارج الفصل في تحقيق هذا الهدف ولماذا لا يزال متعلمو اللغة الإنجليزية كلغة أجنبية يقومون بكتابة أكاديمية غير مرضية. وفقاً لأسئلة البحث التي أجريناها، إفترضنا أن تطوير إعادة الصياغة خارج الفصل الدراسي يطور الكتابة الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية ، ويؤثر عدم الممارسة بشكل سلبي على تلك المهارة. بناءً على منهج الأساليب المختلطة، تطوع 26 من طلاب السنة الأولى ماستر من جامعة بسكرة (الجزائر) للمشاركة في التجربة إلى جانب ملء استبيان. في النهاية وبالنظر إلى النتائج المتحصل عليها، أسفر الأداء لإعادة الصياغة من خلال الممارسة خارج الفصول الدراسية إلى تحسن في الكتابة الأكاديمية للمشاركين. أكدت هذه النتيجة فرضيتنا الأولى. فيما يتعلق بالفرضية الثانية، إن عدم رضا الطلبة بالنسبة لكتابتهم الأكاديمية يرجع إلى قلة الممارسة خارج الفصل الدراسي حسب آراء معظم المشاركين. كذلك تم تأكيد الفرضية الثانية. كتوصية أساسية تشير هذه الدراسة إلى أن استخدام إعادة الصياغة خارج الفصل الدراسي يمكن أن يكون إستراتيجية فعالة لتطوير الكتابة الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية .

الكلمات المفتاحية: الكتابة الأكاديمية ، اللغة الإنجليزية كلغة أجنبية ، الفرضية ، قلة الممارسة ، خارج الفصل ، إعادة الصياغة.