

## **The Utilities of Equipping Worldwide EFL Learners with Paraphrasing Strategy in Academic Writing Learning Processes**

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### **Abstract**

A decent patron for globalized EFL learners to overcome a wide variety of academic writing obstructions is through the sustainable internalization of the paraphrasing strategy. As worldwide EFL learners frequently bear a huge brunt of their academic writing failures due to excessive plagiarism, it is believed that a paraphrasing strategy can better alleviate this academic writing issue to successfully generate more high-quality academic writing products. This current small-scale qualitative library study aimed to exhaustively investigate the utilities of equipping globalized EFL learners with a paraphrasing strategy in academic writing learning processes. To fulfill this major research objective, the researcher utilized a thematic analysis approach in reviewing the particularly-obtained research results derived from 20 previous paraphrasing strategy in academic writing studies. A thematic analysis methodology was employed to yield more comprehensible, reliable, and compatible research results. In line with the thematic analysis having been conducted, there were two main specific themes attained namely: (1) Paraphrasing strategy allows EFL learners to become more proficient academic writers and (2) paraphrasing strategy outstandingly elevates EFL learners' academic writing quality. These thematically-categorized research results strongly prompted second language educationalists all around the globe to activate the paraphrasing strategy at the commencement of academic writing learning enterprises to transform EFL learners into more competent mindful writers

**Keywords:** *Paraphrasing Strategy, Academic Writing, EFL Learners, Thematic Analysis, Library Study*

### **Introduction**

One notable English language competency that should be fully inculcated by globalized EFL learners to be labeled as proficient target language academicians is writing. By possessing this productive language skill, EFL learners are believed to attain more fruitful learning outcomes as a predominant number of formal communication media greatly involve decent writing skills. Toba et al. (2019) articulate that through the significant development of writing proficiency levels, EFL learners can survive and thrive in their academic journeys in which the majority of official assignments are oftentimes imparted in written forms. In a similar vein, the robust construction of writing skills can simultaneously enable EFL learners to progressively foster their logical, analytical, and critical thinking skills since they are highly demanded to structure their particular ideas accordingly by the nature of their writing learning tasks. This indispensability of mastering writing skills is strongly supported by Wikanengsih and Silviani (2021) theorizing that EFL

learners can potentially become more well-organized and mature academicians after thoroughly elevating their writing competencies to the fullest potential in which they learn extensively to intertwine various distinctive ideas into high-quality writing compositions.

In the university realm, academic writing task has been one of the energy-draining and anxiety-evoking tasks frequently eluded by EFL learners. This common academic writing issue is not happening by chance. EFL learners dealing with academic writing assignments complained that they encountered cognitive, affective, and psychological barriers to accomplishing these demanding tasks promptly. This contention is in partnership with Hyland (2020) arguing that academic writing tasks iteratively invoke a higher degree of perturbation among university EFL learners wherein they have to adopt and adapt a vast range of distinctive writing styles, structures, and expressions to fit with the desired readers' contexts. All these aforementioned academic writing impediments are further compounded by EFL learners' incapability of delineating their specific thoughts intelligibly through widely-accepted writing forms due to the poor development of grammatical, vocabulary and writing rules knowledge. Hussain (2019) has likewise mentioned that the general academic writing obstructions confronted by EFL learners generally comprising of structure, grammar, vocabulary, and writing conventions resulting in low-standard writing products.

To better equip EFL learners' immediacy and mentality to face their academic writing learning processes, the paraphrasing strategy is deemed as one of the efficient solutions to meaningfully mitigate the aforesaid academic writing hurdles. In the support of paraphrasing strategy, EFL learners feel easier to organize their intended writing conceptions in an orderly fashion by which they have already understood the main points derived from their academic writing resources and supported their depicted arguments with the accompaniment of other relevant authors' opinions. This above-explained conception is mutually interlinked with Rogerson and McCarthy (2017) averring that EFL learners having been introduced to paraphrasing strategy were more adept at organizing, recalling, and revisiting the specifically-written arguments more objectively as they incorporate their opinions with reliable scientific writing resources. Fundamentally, the critical importance of paraphrasing strategy has gained another momentous role when it comes to academic writing authenticity. With the enlightenment of this writing strategy, EFL learners can expound the already-cited authors' statements in academic writing compositions by modifying the original sentences into their sentences without altering the true meanings of these cited sentences. Afterward, EFL learners should ensure that these restructuring sentence processes create more meaningful academic writing compositions comprehensible for targeted readers. All these elucidated arguments are in agreement with Mira and Fatimah (2020) avowing that EFL learners having been exposed to paraphrasing strategy need to elaborate the originated ideas from a wide array of academic writing resources comprehensibly to the desired readers by utilizing their sentences and not abandoning the major key points of these specific authors' statements.

Paraphrasing strategy can concurrently provide a robust foundation for EFL learners to minimize plagiarism issues hindering the reliability and validity of their academic writing compositions. This prevalent academic writing obstacle is effectively prevented since EFL learners have gained a more exhaustive understanding of the specifically-selected scientific resources manifested in the continual formation of their original sentences without merely copying other authors' ideas to be acknowledged as their writing parts. The above-explained underlying principle is congruent with the finding of Rahmat (2021) revealing that an overwhelming majority of Indonesian university EFL learners had

successfully generated more genuine, reliable, and valid academic writing products in the light of paraphrasing strategy that they are intensively trained to construe the original authors' saying by making use of their sentence versions. On the contrary, the utmost utilization of the paraphrasing strategy has added a more taxing burden for EFL learners when it concerns to the entire text structure. Academic writers solely substitute the original authors' sentences with synonyms. This effortless academic writing action occurred since EFL learners do not infuse adequate knowledge of transforming the designated sentence structure into their sentences. At the same time, they also instill scarce vocabulary and sentence-related knowledge in a further attempt to innovatively create their original sentences. The above-mentioned paraphrasing hurdle lends support to the previous finding of Othman et al. (2022) reporting that a great number of Indonesian university EFL learners perceived paraphrasing strategy as one of the onerous skills to be fully mastered in academic writing learning dynamics as they failed to explicate the particularly-obtained authors' statements by utilizing their invented sentences impacting a higher rate of plagiarism in their academic writing tasks.

All these already-explained paraphrasing strategy failures are mainly rooted in traditional educational institutions' systems rigidly accentuating the foremost importance of producing qualified academic writing products with a further initiative to introduce EFL learners to the specific nature, purposes, and benefits of applying paraphrasing strategy in their regular academic writing activities. These arguments echoed the prior finding of Shi et al. (2018) unraveling that a vast number of Chinese EFL teachers teaching in senior school institutions strictly trained their learners to pass the high standardized academic writing exams prepared by the government with the absence of constant habituation towards paraphrasing strategy rewarding for their prospective university journeys. It comes as no surprise until this present moment that worldwide university EFL learners are still struggling with the aforesaid paraphrasing hindrances since second language educationalists continually commission them to merely recite the already-taken academic works to bring about more logical and acceptable academic writing products. In other words, second language educators only assign their learners to paraphrase a wide range of authors' statements without equipping them with meaningful paraphrasing procedures as long as they have accomplished the particularly-assigned academic writing assignments. This core paraphrasing issue is attested in the paraphrasing misconception theory put forward by Mori (2018) stating that there is a lack of intellectual empowerment made by second language educators in a continuous initiative to equip university EFL learners with the proper paraphrasing steps before commencing the real-time academic writing enterprises, which in turn them to believe that this writing strategy as insignificant.

According to Rahmat (2022), there are four main consecutive paraphrasing steps worthwhile to be activated in academic writing processes namely problem analysis, solving content knowledge, solving discourse knowledge, and problem translation. During the first paraphrasing stage, academic writers conducted a more in-depth analysis of a vast range of academic writing resources having been selected before whether they are credible and compatible with the current academic writing contexts. After choosing the most suitable scientific writing sources for their academic writing tasks, academic writers should ponder more conscientiously and critically on how to adopt the specific statements stated by the previous authors to best suit their academic writing compositions. In the next paraphrasing process, academic writers need to revisit, rethink, and revise the already-chosen authors' sentences forming in their academic writing compositions to discover the potential plagiarism issues devastating the entire academic writing products. In the

problem translation step, academic writers are encouraged to comprehensively evaluate their accomplished academic writing products concerning inappropriate content they can omit and other potential credible resources they can integrate to increase their academic writing quality. With the sustainable assistance of these four paraphrasing processes, EFL learners will not only be succeeded in composing better-quality academic writing texts but also transform into more critical academic writers skilled at fine-tuning varied adopted authors' statements through their original sentences. This belief is parallel with Yahia and Egbert (2023) strongly contending that if implemented properly, paraphrasing strategy can act as one of the propelling forces for academic writers to synchronously produce high-quality academic writing compositions and escalate their critical thinking skills in orchestrating a wide array of distinctive authors' sayings through the trajectories of their authentic writing expressions.

Five prior studies were having been initiated in harmony with the proposed study theme above. The first study run by Amelia (2022) who strongly suggested that Indonesian university EFL lecturers equip their learners with adequate knowledge of academic writing transition signals, conventions, and strategies to minimize their unintended writing errors in future events. Wulandari (2021) uncovered that most Indonesian university EFL learners instilled a higher level of positive perspective towards the further integration of cooperative strategy in their academic writing activities where they could mutually improve each other's writing skills to the fullest potential. Yanti et al. (2022) unveiled that Indonesian undergraduate university EFL learners successfully created more qualified academic writing compositions with the enlightenment of peer correction strategy in which constructive writing feedback was sustainably imparted to correct the discovered errors during engaging in the academic writing processes. Wijaya (2022) unfolded that a majority of English Education Master Students in Indonesia positively valued the cultivation of critical thinking skills amidst complex academic writing learning dynamics by which they organized their particular ideas more logically and accordingly. In the last study, Wijaya (2022) highly advocated that Indonesian university EFL teachers promote more interactive, enjoyable, and anxiety-free academic writing learning enterprises with the support of peer feedback by which graduate university EFL learners had outstandingly fostered their academic writing proficiency based on varied writing feedback addressed by trusted learning companions. None of these previous investigations have profoundly dug more profoundly concerning the benefits of equipping globalized EFL learners with paraphrasing strategy in academic writing learning dynamics. Thus, this current small-scale qualitative study was a slight initiative made by the researcher to reveal potential advantageous values potentially promoted by paraphrasing strategy to promote more supportive academic writing learning assistances for university EFL learners nationwide. This present small-scale qualitative study intended to explore this single research problem: (1) what are the potential utilities of equipping worldwide EFL learners with a paraphrasing strategy during their participation in academic writing learning processes?

## **Methodology**

A library analysis approach was chosen to be incorporated into this small-scale qualitative study to generate more robust, contextual, and representative research results. To that end, the researcher conducted an in-depth review of 20 previous paraphrasing strategy in academic writing studies. These specifically-chosen 20 studies were conducted worldwide and ranged from 2018 until 2023 year. The researcher focused on reviewing more

globalized paraphrasing strategy in academic writing investigations to thoroughly provide broader worldwide perspectives for second language educators attempting to elevate their university EFL learners' academic writing proficiency levels with the accompaniment of paraphrasing strategy. The newest journal articles were chosen to yield more up-to-date and applicable research results that might be beneficial for the continuous advancement of paraphrasing strategy internalization in prospective academic writing contexts. One robust motivation prompting the researcher to initiate this current small-scale library study was the urgency for second language educationalists in nowadays era to simultaneously breed more proficient and critical academic writers. As in the paraphrasing strategy, EFL academic writers acquire richer analytical, evaluation, and reflection skills upon adopting various authors' statements manifested in their authentically-paraphrased sentences, the forthcoming research results could potentially encourage second language educators all around the globe to start integrating this indispensable strategy to be bounded within their daily-based academic writing activities. In the data analysis stage, the researcher employed a thematic analysis by thematically categorizing the identical research results of 20 previous paraphrasing strategy in academic writing dynamics studies. Through the means of this research results analysis process, the researcher could present more comprehensible, credible, and compatible research outcomes that might kindle an encouragement for worldwide second language educationalists to promote more positively-sound and conducive-friendly academic writing learning circumstances in the presence of proper paraphrasing strategy internalization. During expounding the already-subsumed research themes, the researcher concatenated his arguments with prior suitable research results and theories to ascertain the trustworthiness of each single-explained finding.

## Results and Discussion

The researcher attempted to expound two major specific themes attained from the in-depth thematic analysis namely: (1) Paraphrasing strategy allows EFL learners to become more proficient academic writers and (2) paraphrasing strategy outstandingly elevates EFL learners' academic writing quality. The following section would be presented with more comprehensive data explications.

Table 1  
Theme 1: Paraphrasing Strategy Allows EFL Learners to Become More Proficient Academic Writers

Theme 1	Authors
Paraphrasing strategy allows EFL learners to become more proficient academic writers	Alaofi (2020); Çe me (2022); Rusdianto (2022); Ovilia et al. (2022); Rafiqa et al. (2023); Rahmat (2021); Rossi (2022); Yuliani et al. (2023).

By nature, the constant internalization of paraphrasing strategy can potentially allow EFL learners to become more proficient academic writers. The significant elevation of their academic writing proficiency level occurred due to their conscientious awareness of the plagiarism issues forming in their academic writing products. Resultantly, they heed more robust energy and endeavor to rephrase varied authors' statements into their original sentences. This contention is supported by the finding of Çe me (2022) who discovered that a great majority of Turkish university EFL learners have become more mindful to

minimize their excessive plagiarism issues while coping with academic writing tasks resulting in the production of credible academic writing compositions. Moreover, another paramount aspect prompting EFL learners to become more competent academic writers is their long-lasting desire to explore and comprehend a wide range of academic writing texts. Since the success of academic writing accomplishments is strongly bounded to critical reading activities, it is worth accentuating that by instilling life-long reading behaviors, EFL learners will have broader opportunities to exceptionally diminish substantial plagiarism hurdles during composing their academic writing products in that they extensively attain academic writing terms, vocabulary, and academic writing structure beneficial for them to conduct the better version of their paraphrasing activities. These above-explicated arguments are supported by the paraphrasing strategy theory devised by Rusdianto (2022) highly recommending second language university EFL lecturers in Indonesia to embark on their designated academic writing learning enterprises with the sustainable accompaniment of paraphrasing strategy wherein language learners can intensively make use of their newly-acquired vocabulary and writing insights to maximize the utmost utility of this writing strategy.

Of great interest is with the enlightenment of paraphrasing strategy, EFL learners can concurrently transform into more sensible academic writers skilled at picking up the most compatible language expressions, dictions, and writing styles best suit the existing academic writing contexts. Simply speaking, these mindful academic writers think more deeply before integrating a wide range of vocabulary and syntactic elements in their academic writing products. By actualizing this action, EFL learners not only alleviate substantial plagiarism issues but also present comprehensible academic writing compositions for the targeted readers. Those arguments are consistent with the previous finding of Rafiq et al. (2023) believing that it is becoming progressively pivotal for Indonesian university EFL teachers to arm their learners with paraphrasing strategy before commencing the real-time academic writing learning dynamics to enable them to become more prudent decision-makers skillful at incorporating the most suitable academic writing elements in line with their academic writing purposes. There are strong reasons for second language educationalists all around the globe to feel more motivated and confident upon activating the paraphrasing strategy at the outset of their academic writing learning enterprises. It is strongly believed that with the continual existence of paraphrasing strategy, EFL learners can potentially gain more in-depth comprehension of the particularly-assigned academic writing topics, prove that they are capable of generating well-structured and reliable academic writing products, and simplify various complex writing ideas more simply to enable the readers to understand the major important points forming in their writings. These three major advantageous values are tightly interwoven with the finding of Rossi (2022) showcased that a predominant number of Canadian university EFL learners have gradually transformed into more proficient academic writers since they are continuously trained to understand their academic writing topics, create well-organized academic writing structure, and communicate their specific ideas clearly to the targeted readers.

Table 2  
Theme 2: Paraphrasing Strategy Outstandingly Elevates EFL Learners' Academic Writing Quality

Theme 2	Authors
Paraphrasing strategy outstandingly elevates EFL learners' academic writing quality	Akbar (2020); Aleshinskaya and Kurnayev (2021); Arifuddin (2021); Hendriwanto et al. (2022); Maiyoritsa and Wahyuni (2021); Na and Mai (2017); Pratama et al. (2022); Sarair et al. (2019); Shi et al. (2018); Yagiz(2020); Yahia and Egbert (2023); Zohra et al.(2022).

It is worth accentuating that the paraphrasing strategy can outstandingly elevate EFL learners' academic writing quality. A salient factor invoking this coveted academic writing success impinges on life-long reading and writing characters inculcated by EFL learners. To become more excellent and skillful academic writers, EFL learners are encouraged to forge their academic reading and writing competencies consistently. Through the robust internalization of this consistent practice, EFL learners will become more familiar with a wide variety of academic writing expressions, vocabulary, and strategies that are worthwhile to be implemented in their daily academic writing settings. Toward that end, these learners have significantly fostered their paraphrasing skills as they have become more adept at substituting, restructuring, and reciting the authors' original statements by harnessing their sentences. This perspective is in agreement with Aleshinskaya and Kurnayev(2021)contending that EFL learners can attain more satisfying academic writing achievements after utilizing their academic writing knowledge and newly-attained academic writing vocabulary. The placement of qualified academic writing compositions under the guidance of paraphrasing strategy has also gained another crucial momentum when it comes to innovative, creative, and critical thinking outlets that lie within EFL learners. To put more simply, paraphrasing strategy continually allows more positive academic writing trajectories for EFL learners to not iteratively replicate similar vocabulary, sentence patterns, and language expressions having been utilized before in their academic writing products. Through this demanding mean, EFL learners can potentially transfigure into more insightful and thoughtful academic writers who are skillful at harnessing richer academic writing expressions while dealing with different academic writing assignments. The above-expounded conceptions are substantiated by Maiyoritsa and Wahyuni (2021) who articulated that paraphrasing strategy can impart a strong foundation for EFL learners to instill a higher degree of readiness in confronting a wide range of academic writing tasks by incorporating innovative and creative sentence versions to be labeled as proficient academic writers capable of yielding credible academic writing compositions.

Through the accompaniment of a paraphrasing strategy, EFL learners can progressively become more responsible and truthful academic writers. This commendable academic writing attitude takes place since EFL learners acknowledge the cited academic writing resources in their academic writing compositions. After acknowledging these writing resources, it is of prime importance for EFL learners to incorporate their already-written opinions with other experts' arguments to reinforce the credibility of their academic writing products.

The above-explicated conception is in correspond with the prior finding of Pratama et al.(2022)unpacking that a vast majority of Indonesian university EFL learners infused a higher level of positive perception towards the sustainable cultivation of paraphrasing strategy during their regular academic writing classroom learning dynamics by which they are obliged to admit the specifically-chosen authors' resources forming in their academic writing products and take an objective stance in delineating their specific thoughts with the support of other writers' theoretical frameworks, findings, and arguments. Ultimately, the meaningful integration of the paraphrasing strategy synchronously galvanizes EFL learners to become more critical and reflective academic writers. These two notable academic writers' characteristics are pertinent to their analytical skills in spotting some specific academic writing drawbacks after accomplishing the designated academic writing tasks. EFL learners having been familiar with paraphrasing strategy are more aware of the particular errors forming in their academic writing compositions. The escalation of these analytical skills happened since they notice unspotted writing errors that cannot be discovered by novice academic writers. Yahia and Egbert (2023)acclaimed that there was a mutual interplay between the enhancement of American university EFL learners' academic writing quality with their critical analysis skills in which they fully infuse diverse fields of knowledge concerning academic writing expressions, mechanics, and structure enabling them to revise the already-discovered writing shortcomings effortlessly in an insistent attempt to increase the believability of their academic writing compositions.

## **Conclusion**

As the final point, it can be safely inferred that through the means of paraphrasing strategy, worldwide EFL learners were more capable of elevating the entire academic writing quality to the best level and transfiguring into more proficient academic writers. These coveted academic writing aspirations took place since EFL learners are intensively trained to channel their attention, energy, and efforts to transform a wide variety of specifically-selected authors' statements by making use of their authentic sentences to compose more qualified academic writing texts which are free from substantial plagiarism issues. Irrespective of these promising reviewed research results, all these specifically-obtained research results should be interpreted with careful caution in other EFL academic writing learning settings where the utmost elevation of learners' academic writing compositions are simultaneously stipulated by a vast array of psychological factors namely self-efficacy, motivation, cognitive levels, and metacognitive strategies. Therefore, it will be worthwhile for the prospective researchers to advance this present small-scale qualitative library study by profoundly exploring the influential impacts potentially brought about by the above-mentioned psychological faucets for the further advancement of EFL learners' academic writing learning dynamics. Although this present qualitative library investigation is small in its scale, the already-reviewed research results derived from 20 previous paraphrasing strategy in academic writing studies are more likely to ignite globalized second language educators' spirit, endeavor, and commitment to start embedding paraphrasing strategy as one of the mainstays for their regular academic writing classroom vicinities by which support our learners feel more encouraged to embrace varied academic writing learning complexities due to their profound awareness of suitable strategies adjustment upon citing the authors' sentences through their genuine sentences. Through this positive academic writing learning habituation, EFL learners will become more insightful academic writers cognizant of the advanced academic writing strategies best suit their particularly-assigned academic writing tasks.



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