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**The Impact of Analysing QuillBot Products on Enhancing EFL
Learners' Paraphrasing Skills**
The Case of Master One Students at the Department of English, Jijel

Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master in Didactics of Foreign Languages

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Declaration

We, Cheriguene Nour El Houda and Zerhouni Amel, hereby solemnly declare that the dissertation entitled ‘The Impact of Analysing QuillBot Products on Enhancing EFL Learners’ paraphrasing Skills’ is our own work and has not been submitted before to any other institution or university for a degree. We also declare that all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences. This work was carried out and completed at Mohamed Seddik Ben Yahia University of Jijel, Algeria

DEDICATION

To my everything and beloved mother *Samia*, my dearest father *Krimo*, and my brother *Kamel*, with deep gratitude and boundless love, this research is dedicated to you. Your unwavering support, encouragement, and belief in me have been my pillars of strength throughout this journey.

To my favourite cousin *Dib Cuz d Luv*, thank you for being a sister to me my whole life, your love has fuelled my determination and guided me towards this achievement.

To my dearest friends *Rann'* and *Browny Lbestest*, you have been my rock, my confidants, and my cheerleaders. Your friendship and unwavering belief in my abilities have kept me going when times were tough. Thank you for always being there, lifting my spirits, and reminding me of the joy in every step of this research.

Lastly, to my partner and friend *Hud*, your unwavering, patience, and understanding have been instrumental during this journey. Thank you for helping me navigate the challenges with grace and resilience.

I dedicate this work to anyone who has ever shown me an *unconditional act of love*.

ASH.

DEDICATION

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To the person, I wished was present with us today, my dear dad *Djamel*. May Allah grant him the highest ranks in Jannah and shower his soul with His infinite mercy.

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To my supportive friends and colleagues at *TEFL Academy*

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Abstract

The current study investigated the impact of analysing QuillBot products on enhancing Master One EFL learners' paraphrasing skills, at the Department of English, Jijel University. It was hypothesized that if students analysed QuillBot's paraphrased texts, they could improve their own paraphrasing skills. To test the hypothesis, a quasi-experimental design was conducted following a non-equivalent comparison group design. The study included two groups of students, with 17 participants in each group, and was carried out over a duration of five weeks, during the second semester of the 2022-2023 academic year. Students received the treatment in three sessions, and each session focused on analysing one or two QuillBot paraphrasing techniques. In both pre-test and the post-test, corresponding to the first and fifth weeks, respectively, students were required to paraphrase a text using their own words. The analysis of results demonstrated that the experimental group outperformed the control group in the post-test, especially in terms of using more synonyms in paraphrasing. In addition, the experimental group employed the passive voice, word order, transitions and grammatical word categories more frequently than the control group in paraphrasing the text, which supported the positive influence of analysing QuillBot products on enhancing students paraphrasing abilities ($t_{32}=3.91$, $p\leq.05$). Based on the results obtained, some pedagogical recommendations and suggestions for future research are suggested.

Key words: Paraphrasing, Paraphrasing Techniques, Online Paraphrasing Tools, QuillBot.

List of Abbreviations and Symbols

%	Percentage
AI	Artificial Intelligence
CG	Control Group
EFL	English as a Foreign Language
EG	Experimental Group
ICTs	Information and Communications Technology
L2	Second Language
n.d.	No Date

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General Introduction

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General Introduction

Technology plays a significant role in various fields of life providing people with access to information, services, and assistance. It is employed for educational purposes, as it has become an important part of several teaching methods nowadays. An example of how technology makes a difference in language learning is online paraphrasing tools, which allow users to alter the words of a text without affecting its meaning. As one of the most common paraphrasing tools, QuillBot website's paraphrasing feature, it uses artificial intelligence (AI) to suggest synonyms, alternative phrases, and sentence structures for the user to choose from after inserting their text. QuillBot presents new possibilities for supporting English as a Foreign Language (EFL) learners in mastering paraphrasing skills. By examining how QuillBot can enhance learners' accurate rephrasing, the research contributes to the understanding of how such a tool improves learners' effective paraphrasing skills in the digital age.

1. Background of the Study

Paraphrasing is a vital skill for EFL learners, necessary for academic writing, plagiarism prevention, and critical thinking. Since paraphrasing tools are considered a great example of how technology may assist EFL students to effectively paraphrase texts while maintaining the original meaning, many studies have investigated how they provide assistance to improve different aspects of language.

In a research study conducted by Miranda (2021), a qualitative descriptive approach was implemented to investigate students' opinions about the use of online paraphrasing tools. The researcher interviewed five students at the Department of English Language Education at the Ar-Raniry State Islamic University, Indonesia, in which a paraphrasing tool was used to assist the students in essay writing. Some students believed that online paraphrasing tools have a

positive impact on their writing abilities since they show them how to paraphrase successfully as well as grasp the context of a text. On the other hand, the participants who believed that online paraphrasing tools had a negative impact claimed that when used excessively, the paraphrasing tool may lead students to become lazy and too dependent on them, in addition to losing confidence in their own abilities. Additionally, Miranda pointed out that users of paraphrasing tools, such as QuillBot website, agreed that the website helps them learn new vocabulary items. Despite the negative aspect of paraphrasing tools, the researcher stated that “students continue to use the paraphrasing tool because they believe that if used properly, paraphrasing tools will have a positive impact which is as a learning tool” (Miranda, 2021, p. 42).

Another relevant study, carried out by Tarbiyah and Keguruan (2022), implemented action research and a combination of a pre-test and post-test as well as a close-ended questionnaire to investigate the effectiveness of employing QuillBot website in academic essay writing. After 10 weeks of instruction, the researchers administered a questionnaire to 35 ‘English Writing Advanced 3’ students in order to assess the usefulness of QuillBot website as well as students' perceptions towards it. The results showed that the majority of students held positive attitudes toward employing QuillBot’s paraphrasing tool in the classroom to help them develop their paraphrasing abilities and academic writing skills.

Based on the review of the findings presented above, most studies have shown the effectiveness of QuillBot website in enhancing EFL learners paraphrasing skills as it allows them to improve their own paraphrasing skills, develop their writing style, and avoid plagiarism.

2. Statement of the Problem

EFL learners often struggle with paraphrasing and producing original texts in English, which can affect their academic performance and language proficiency. Mastering paraphrasing

skills and producing fluent and expressive written products remain a challenge for EFL students in the department of English at various levels, specifically, Master students. Despite the fact that students have studied English specialized courses for years, including written expression and grammar, some of them are unable to reproduce texts and convey the same meaning as the original ones, which can lead to inaccurate paraphrasing. Therefore, instead of using automatic or online paraphrasing tools, EFL learners need to invest more time and effort to improve their understanding of paraphrasing techniques.

3. Aim and Significance of the Study

This study provides some detailed information about the impact of paraphrasing tools, such as QuillBot website, on students' paraphrasing skills. It is a piece of additional information for the educational field to develop more awareness about paraphrasing skills since less plagiarism may be committed when learners are more competent at paraphrasing. The research contributes theoretically as well as pedagogically to the field of developing language skills using Information and Communication Technologies (ICTs), in general, and QuillBot website, in particular, as it can be reliable for teachers in teaching effective paraphrasing techniques so that students develop their paraphrasing skills rather than relying exclusively on automatic paraphrasing tools.

QuillBot website, not only provides students with synonyms, alternative phrases, and sentence structures but is also time-saving. Thus, it is suggested that investigating the website as a paraphrasing tool to enhance learners' paraphrasing skills, may pave the way for more experimental studies about this tool, or any other online software, that can impart learners with a huge number of techniques to use as well as the appropriate ways to use it.

4. Research Question

Within the context of learning EFL at the Department of English, Jijel University, and considering Master One students of the Didactics of Foreign Languages specialty, this study addresses the following research question:

- Will EFL learners' paraphrasing skills improve by analysing the paraphrasing techniques in QuillBot's products?

5. Research Hypothesis

To answer the research questions, it is hypothesised that students' paraphrasing skills could improve by analysing QuillBot's paraphrasing techniques. Stated differently, if students analyse QuillBot's paraphrased texts in terms of the paraphrasing techniques employed, they will learn to paraphrase better by incorporating more of those techniques.

6. Research Methodology

The present study aligns with an experimental research design, particularly, the non-equivalent comparison group design, which is based on comparing groups on a pre-test and post-test, to investigate the effectiveness of utilizing QuillBot's products in improving the paraphrasing skills of EFL learners. Data were gathered and statistically analysed employing a quantitative approach. Quantitative methodology facilitates systematic data collection, analysis and evaluation.

7. Organization of the Study

This study is composed of three chapters; the first two chapters are devoted to the theoretical part of the research, while the third chapter is dedicated to the fieldwork of the study. Additionally, a general introduction is included to provide an overview of the topic as well as a general conclusion that summarizes the main findings of the research. The theoretical part includes two chapters. The first one is devoted to paraphrasing, while the second chapter is

dedicated to QuillBot website. The practical part, on the other hand, presents a description and explanation of the data collection procedures, which consist of a spelling test as well as a treatment. Next, it presents an analysis, interpretation, and discussion of the results, limitations and pedagogical recommendations. Last, a conclusion is provided to summarize the topic of the research and its main findings.

Review of the Literature

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Review of the Literature

Chapter One: Paraphrasing

Introduction

Academic writing relies heavily on paraphrasing skills to express the author's comprehension of the material, their ability to extract key concepts, and their aptitude for utilizing credible evidence to support their arguments while maintaining accuracy and integrity. This chapter delves into the importance of paraphrasing in academic writing, providing readers with valuable insights and techniques to improve their paraphrasing skills. It starts by defining paraphrasing and shedding light on its different types. It then explores the diverse reasons for paraphrasing, emphasizing the importance of avoiding plagiarism and the consequences associated with it. Furthermore, the chapter examines various techniques for effective paraphrasing, equipping readers with essential steps to enhance their paraphrasing abilities-and to maintain coherence, clarity, and accuracy when rephrasing original texts. Additionally, the chapter underscores the importance of paraphrasing in academic writing, emphasizing how it promotes linguistic development and fosters the organization of ideas.

1.1. Definition of Paraphrasing

The act of paraphrasing involves expressing someone else's ideas in one's own words while retaining the original meaning. According to Pears and Shields (2019, p. 15), it is "an alternate manner of alluding to an author's thoughts or arguments without utilizing direct quotes from their work." Hogue (1991) stated that "When you paraphrase, you rewrite information from an outside source in your own words without changing the meaning. Because you include in your rewriting all or nearly all of the content of the original passage, a paraphrase is almost as long as the original" (p.127). Furthermore, paraphrasing is the "process of rewording text in

order to simplify or clarify the original meaning" (Mertler & Charles, 2011, p. 118). This conveys the idea that paraphrasing can make content more accessible to a wider audience as it clarifies facts for better comprehension. Wilhoit (2016, p. 47) added "When you paraphrase a passage, you express an author's arguments, findings, or ideas in your own words." After that, integrating external knowledge into one's own work more accurately and ethically becomes possible.

For Keck (2014, P. 6) "paraphrasing can be interpreted as the task of presenting the meaning of a text in a different form, by rewriting, rewriting, rewriting, and even rewriting sentences to convey a meaning that is synonymous with the original thought". To put it another way, paraphrasing is the process of adjusting some lexical and word choices within the text without altering the original text's content or length.

In fact, Gould and Veit (2009) claimed that students unknowingly paraphrase facts practically every day while taking notes or when required to prepare essays for quizzes and exams.

In accordance with Vanita (2017, P .15) paraphrasing "is also equal to translation. It is not dealing with one language to another but one mind to another".

Moreover, avoiding plagiarism can be achieved in a variety of ways, paraphrasing is one. Madani and Ardianti (2021) reported that the skill to paraphrase allows one to avoid plagiarism. In academic tasks like essay writing, text editing, or summarizing, Doe & Tsedryk (2019) maintained that the capacity to paraphrase is essential. Good paraphrasing is a vital academic ability required to reduce the possibility of plagiarism since it shows that you comprehend the source (Bailey, 2011).

However, paraphrasing is also considered a form of plagiarism when it lacks proper citations. As a result, in order to avoid such obstacles, learners should be acquainted

with suitable paraphrasing strategies. A text that has been paraphrased differs in lexical and syntactic components from the original while maintaining its meaning (Chi and Nguyen, 2017).

In brief, “paraphrasing is a method in writing skill that shows students’ ability to understand information by analysing the grammatical structure and language features to create new form statements that still reflect the sources’ original ideas” (Mariani, Rahayu, & Nor, 2021, P. 419). In conclusion, paraphrasing is the process of rephrasing someone else's content using alternative words and sentence structures while retaining the original meaning and maintaining formality.

1.2. Types of Paraphrasing

In general, learners employ a few techniques and strategies in order to paraphrase a passage. The techniques of paraphrasing are usually categorized into three kinds: changing structure and grammar paraphrase (syntactic paraphrase), changing word paraphrase (semantic paraphrase) and changing structure (organization) of ideas (Pietrick, as cited in Dung, 2010).

1.2.1. Changing Structure and Grammar

Syntactic paraphrasing can be achieved by modifying the structure and grammar of the original source material. Syntactic paraphrasing can be achieved by transforming active sentences into passive ones, positive to negative and rendering long sentences into short ones.

1.2.1.1. Active to Passive.

The passive voice is utilized to shift the focus from the subject performing the action to the object receiving the action. According to Hacker & Sommers (1989) “In the active voice, the subject of the sentence does the action; in the passive voice, the subject receives the action. Although both voices are grammatically correct, the active voice is usually more effective because it is clearer and more direct” (p.78). For instance, the sentence ‘the teacher corrected the students' assignments’ can be paraphrased into “The students' assignments were corrected by the teacher.’ This sentence is written in the active voice, with the subject (the teacher)

performing the action (corrected). However, in the paraphrased form, the use of the passive voice changes the emphasis of the phrase from the doer of the action (the teacher) to the recipient of the action (the students' tasks). The emphasis is on the tasks being corrected rather than the teacher performing the correction. The paraphrased version has the same meaning as the original sentence but changes the grammatical structure to offer a different viewpoint on the topic.

1.2.1.2. Positive to Negative.

Vanitha (2017) states that the sentence may be modified from positive to negative or vice versa without affecting its meaning. For example, 'She always speaks the truth.' Paraphrased to 'She never tells lies.' The original statement expresses that the subject (she) consistently tells the truth. However, in the paraphrased version, the sentence is converted into a negative form, shifting the emphasis from the subject's persistent truthfulness to the absence of lying. Instead of emphasising what she does (speak the truth), the paraphrased version emphasises what she does not do (utter lies). The paraphrased version gives an alternate method for conveying the same information while altering the sentence structure and offering a somewhat different viewpoint on the statement by shifting the sentence from positive to negative.

1.2.1.3. Long Sentence to Short Sentence.

Rendering long sentences into short ones involves condensing the information by removing unnecessary words, phrases, and clauses while maintaining the original meaning. The sentence, 'Although our human ability to communicate is genetically determined and hence is a part of our biological nature, speech development is importantly affected by the environment' can be paraphrased to 'Speech development is affected by the environment, despite communication being genetically determined and a part of our biological nature' ("On Paraphrasing," n.d.). The original language in the above example is a lengthy and difficult

statement; however, the paraphrased version has been reduced and simplified by deleting unnecessary words, phrases, and clauses while maintaining the main point of the original line. The technique of shortening a long phrase helps to improve clarity and conciseness while maintaining vital information.

1.2.2. Changing Word Paraphrase

Semantic paraphrasing is achieved by modifying the words in the original source text. It involves substituting one's own words for the author's, claims Wilhoit (2014). Changing word paraphrase contains changing word order, changing parts of speech, and changing synonyms.

1.2.2.1. Changing Word Order

Reorganizing words is one form of paraphrasing a sentence. It's essential to begin by altering the structure, not the words, but with the changing of words, there will be noticeable opportunities to modify the structure even more. The sentence "They were saddened by the news." is paraphrased by changing the word order into "The news depressed them." The main idea of the statement stayed the same, but the order of the words changed. The paraphrased version provides a new viewpoint and presents the information in a more simple and plain manner by rearranging the word order. This method allows for sentence variation while delivering the same concept (Vanitha, 2017, p .15).

1.2.2.2. Changing Parts of Speech

Changing parts of speech is the process of changing a word's grammatical category or function in a phrase. In accordance with Vanitha (2017) Parts of speech ranging from verbs and nouns to adjectives and adverbs are substituted with new parts of speech while paraphrasing.

For example: 'He ran quickly to catch the bus' is Paraphrased as 'He made a quick dash to catch the bus.'

in the example above, the original sentence is "She runs quickly to catch the bus." The word "quickly" serves as an adverb, describing how she runs. The word "quickly" has been changed to "quickness," which now works as a noun in the paraphrased form. By transforming the adverb "quickly" to the noun "quickness," the part of speech is changed yet the content of the statement remains the same. This strategy allows for the creative rearrangement of sentences by swapping words from other grammatical categories or functions.

1.2.2.3. Synonyms

Synonyms are where words with similar meanings are substituted for the original words in order to create a new version of the text. For instance, "the Reynard is content with the Vixen." It is paraphrased as "the male fox is happy with the female fox." (Vanitha, 2017, P .14) The original wording in the case is "the Reynard is content with the Vixen." The term "Reynard" refers to a male fox, whereas "Vixen" refers to a female fox. The paraphrased version substitutes the original language with synonyms: "The male fox is happy with the female fox." "Reynard" is substituted with "male fox," and "content" is replaced with "happy." By using synonyms, the paraphrased version preserves the original sentence's meaning while offering other vocabulary options, adding diversity, improving clarity, and avoiding repetition in written or spoken communication.

1.1.2.3. Changing Structure of Ideas

The technique of changing the structure of ideas involves changing the organization of ideas. This paraphrase method is only used in paragraph or sentence structure by modifying the positioning of ideas. Changing structure of ideas entails rearranging the placement of concepts inside a paragraph or phrase. The paraphrased version delivers the same information in a different organizational format through modifications to the structure. For instance, "Statements that seem complimentary can go in one context may be inappropriate in another. For example, women in business are usually uncomfortable if male colleagues or superiors

compliment them on their appearance: the comments suggest that the women are being treated as visual decoration rather than as contributing workers.” paraphrased as “Women may feel apprehensive when male coworkers or supervisors make normally complimentary comments about their appearance. The remarks have an implied significance for these women: instead of being thought of as productive employees, they are simply a pretty aspect of the environment. Words or expressions that appear to be favourable in one setting may be inappropriate in another.” (Richard & Jack, 2001, p. 323)

Mastering the paraphrasing techniques may greatly assist students when it comes to writing. This expertise would assist them in producing quality work and prevent committing plagiarism. When using paraphrasing strategies, pupils are more conscious of plagiarism. After all, the authors Pieterick (2010), Vanitha (2017) and Wilhoit (2016) described the techniques in similar terminology but according to the present study, the theory employed must be determined. So as a result and while performing this study, the researchers employed Jackie Pieterick's (2010) paraphrasing techniques.

1.3. Reasons for Paraphrasing

For a variety of reasons, paraphrasing is a highly valuable skill. To begin with, it is preferable to quote data from an unremarkable piece. “Learning to paraphrase properly can help you use information from outside sources accurately and ethically. It is essential to avoid committing plagiarism.” (Oshima & Hogue, 2016, P. 45). Paraphrasing assists in avoiding plagiarism, and maintaining ethical research practices a major academic offence. When paraphrasing is successful, it shows that the learner comprehends the original author's ideas and can articulate them in one’s own words. Paraphrasing, according to The Harvard Guide to Using Sources, allows you to utilize the work of another author while still acknowledging their contribution.

Paraphrasing demonstrates comprehension. It necessitates that a student analyses the knowledge, understands it, and communicates it in another unique way. As explained by Graff & Birkenstein (2009), paraphrasing allows to interact with the original material and display the grasp of it. Moreover, text readability and familiarity with sentence patterns and terms in the original text influence paraphrasing performance. Gabeci (2023) affirmed that paraphrasing can help enhance the readability and flow of a piece of writing. Paraphrasing may make the material more accessible to the audience by restating complicated or technical ideas in simpler language or altering the sentence structure.

1.4. Differences between Paraphrasing, Summarizing and reformulating

Paraphrasing, summarising and reformulating are reading and writing abilities that require students to incorporate, convey and reproduce information from others in their own terms. Reformulating and paraphrasing share the same features; expressing information in a different way; however, there is a small difference between them. Reformulating goes beyond just changing the wording. It involves reorganizing or restructuring the content itself often with the intention of providing additional clarity or emphasis. In summary, paraphrasing involves expressing the same idea in different words, while reformulating involves rephrasing and expanding on the original idea to provide greater clarity and understanding of a complex statement. Moreover, according to Kissner (2006), paraphrasing is merely restating concepts using different words and structures. On the other hand, Kletzien (2009) stated that paraphrasing is frequently confused with summarising. In fact, paraphrasing is much different from and easier than summarizing. In summaries, readers are required to cut the length of a section by one-third by combining lists into a general statement, picking a topic sentence or building one if one is not specified, cutting duplication, and omitting irrelevant material. Veit & Gould (1996, P. 171) claimed that “summarizing involves decisions about what is most important and what can be left out.” He also mentioned that a summary of a work or section is

a condensed version of its core points—its main ideas and vital information—that often eliminates supporting features like examples or illustrations.

1.5. Original Text and Paraphrase Plagiarism

1.5.1. Plagiarism

One of the issues learners face while drafting or producing papers in English is plagiarism or the incapacity to reproduce the contents in their own terms (Fitria, 2021). In academic work, “Plagiarism brings negative implications of dishonesty or cheating” said Sutherland-Smith (2008, P .3). This is because ideas and words are seen as private property belonging to the person who first thought or wrote them. Plagiarism, according to Park (2017), is a term that is associated with multiple aspects of life and is therefore perceived as an issue in the academic sphere. It is defined as using someone else's idea in a study without attributing the sources or using someone else's words or ideas as if they were your own, and it is a serious offence.

(Bailey, 2011, P. 30) added, “Basically plagiarism means taking ideas or words from a source without giving credit (acknowledgement) to the author.”. In their work, Lise Buranen and Alice M. Roy (1999) asserted that the essence of the current definition of plagiarism is a failure of the writer in originality due to the author's failure to either change the original citation or identify its source. As a result, people purposefully commit plagiarism or steal ideas from others.

1.5.2. Paraphrase Plagiarism

Paraphrase plagiarism involves modifying parts of the vocabulary and grammar while leaving the majority of the original text unchanged. According to Oshima & Hogue (2016), acquiring the skill of paraphrasing can assist in utilizing information from external sources with greater accuracy and ethicality, as it is crucial to avoid plagiarism. The following are two kinds

of plagiarism that students need to consider when paraphrasing: (Oshima & Hogue, 2016, P. 60)

1. Plagiarism occurs when you utilize material from an outside source without citing the source (indicating where you obtained the knowledge).
2. Even if you cite your source, you are guilty of theft if your paraphrase is too identical to the original.

1.6. Strategies and Steps for effective paraphrasing

Paraphrasing is an essential instructional strategy for reading and writing. The following are three keys to writing a good paraphrase:

1. Use your own words and your own sentence structure.
2. Make your paraphrase approximately the same length as the original.
3. Do not change the meaning of the original.

Step 1: Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. It may not be possible to find synonyms for every word, especially in technical vocabulary. In this case, use the original word.

Step 2: It helps to take notes. Write down only a few words for each idea- not complete sentences.

Step 3: Write your paraphrase from your notes. Don't look at the Original while you are writing.

Step 4: Check your paraphrase against the original to make sure you have not copied vocabulary or the sentence structure too closely. Above all, make sure that you have not changed the meaning of the original or given any wrong information (Oshima & Hogue, 1983, p. 129).

Paraphrasing strategies are essential for improving learners' writing skills since according to Pears & Shields (1998, p. 16) “Paraphrasing strategy has the added benefit of fitting more

neatly into students' style of writing and allows them to demonstrate that they really do understand what the author is saying." Vanita (2017) asserted that a strong command of vocabulary and word order provides you with the confidence to paraphrase. Additionally, Wilhoit (2014, p. 48) stated in his book four qualities of a good paraphrase, which are thorough, accurate, fair, and objective. "Thorough-it will include all of the author's primary ideas or findings. Accurate-it will reflect what the author actually wrote. Fair- your choice of language will be as even-handed as possible Objective you will avoid voicing your own opinion on the topic or on the quality of the source text." Bailey (2011, p. 51) also noted that an effective paraphrase "has a different structure to the original, has mainly different vocabulary, retains the same meaning, keeps some phrases from the original that are in common use." In other words, to effectively paraphrase, the significant concepts mentioned in the original part should be included and not in the same order and maintained around the same as the original, and especially not to use the same sentence structure.

1.7. The Importance of Paraphrasing in academic writing

Carter (2013, P .102) showed the main reasons for effective paraphrasing and arranges them as follows:

- Paraphrasing proves you understood what you read. It makes you sure that you understand what the author says.
- Paraphrasing helps you understand the relationship between ideas in sentences. Rewrite the passage with your own words to help you understand how the author combines ideas to fit his thoughts.
- Paraphrasing helps you study. Paraphrasing materials is an effective study technique because reorganizing materials and repetition help the brain encode new information in your long-term memory.

Oshima & Hogue (2017) explained the aim of learning to paraphrase is to be able to use paraphrases as supporting material in writing. As described by Hirvela and Du (2013), paraphrasing is a meaning-creating procedure that contributes to developing learners' writing and is not only a useful grammatical tool for students to alter the language (as cited in Na and Mai 2017, p.10). In summary, paraphrasing allows writers to demonstrate their understanding of source material, avoid plagiarism, and convey information in a more concise and personalized manner.

Conclusion

Throughout this section, a variety of vital tactics and ideas for improving writing abilities were implemented. It is clear that when used correctly, the talent of paraphrasing can considerably help the advancement of students' abilities. Furthermore, writing is an important part of a learner's academic life, and there could be a variety of reasons for the student's poor writing performance, including a lack of vocabulary, English competence, and knowledge. Based on what has been mentioned in this part, paraphrasing techniques may be a solid choice for teaching and strengthening students' writing skills. They may also be useful anti-plagiarism method

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Chapter Two: QuillBot's Paraphrasing Tool

Introduction

With the rise of digital resources, the use of paraphrasing tools, like QuillBot, has gained prominence in the field of learners of English as a foreign language (EFL) learning and teaching. This section aims to provide a comprehensive understanding of QuillBot's paraphrasing tool and its potential implications for language learners and researchers in the field. It Starts by providing definitions of QuillBot and online paraphrasing tools in general, followed by the historical background of QuillBot's development. Subsequently, it explores the various aspects of QuillBot paraphrasing tool, including its modes and features, and techniques it employs when paraphrasing. Furthermore, the chapter presents the website's advantages and disadvantages along with suggestions for utilizing QuillBot as a supplementary tool to offer insights into how it can enhance the users' paraphrasing experience.

2.1. Definition of QuillBot

According to Fitria, (2021), QuillBot is an online writing website that helps improve grammar, minimizes plagiarism, summarises long sentences, and makes work look more formal. QuillBot provides a product that relies on artificial intelligence (AI) to provide paraphrasing suggestions (Dale, 2020). Popenici and Kerr (2017) defined artificial intelligence as “computer systems that are capable of performing human-like functions including learning, adapting, synthesising, self-correction, and the utilisation of data for intricate processing task.”

Moreover, the use of QuillBot is simple and easy as the user only needs a few steps to paraphrase a text. After logging in, the user has to insert the text intended to be paraphrased by typing or pasting it into the editor. The process usually takes a few seconds after clicking the “paraphrase” button. To copy the paraphrased text, the only step left to do is to click the copy icon that appears at the bottom right corner of the editor. If the user feels unsatisfied with the

results, adjustments can be made by choosing other words or phrases from the list of synonyms that will appear by clicking on the words or phrases of the paraphrased text.

QuillBot rewrites texts by writing or pasting something and then pressing the Rephrase button (Kinga & Gupta, 2021). In addition, QuillBot is not only user-friendly when rewriting texts, but is also highly beneficial especially for researchers or writers who could be under time pressure to complete a piece of work, as highlighted by Churi, Joshi, Elhoseny, and Omrane (2022).

2.2. Definition of Paraphrasing Tools

A paraphrasing tool is a program that enables users to edit a text by changing different words while maintaining the same meaning of the original text (Bin and Michael, as cited in Miranda, 2022). Paraphrasing tools usually take the text entered by the user and replace words or phrases with their synonyms, restructure sentences, and preserve the original meaning. According to Miranda (2022), after having the material inserted, the tool changes the grammatical structure of the text by employing a remarkable vocabulary, resulting in the generation of the final product. Thus, the process of paraphrasing texts using a paraphrasing tool is considered to be quick and easy. Ansoorgeova and Sixsmith (2021) claimed that the creation of paraphrasing tools, also known as text rewriting or text spinning tools, happened through advancements in language research and the use of modern information and communication technologies (ICTs). As cited in Miranda (2022), Sulistyaningtum stated that the most common online paraphrasing tools that students use to help them paraphrase texts are paraphrasing-tool.com, quillbot.com, spinbot.com, and prepotseo.com.

2.3. Historical Background of QuillBot Website

To make writing simple, computer science graduates Rohan Gupta, Anil Jason, and David Silin launched QuillBot in 2017 (Sangwan, 2021). The tool aimed to assist people who may need help with writing or need to work more efficiently. According to Sangwan (2021),

Rohan Gupta, co-founder and CEO of QuillBot, stated that QuillBot exists to assist individuals who are either not confident in their writing abilities or who need to save time while working.

Since its first launch as only a paraphrasing tool in 2017, QuillBot has undergone multiple updates and enhancements and is currently providing a wide range of sophisticated modes and features that can be adjusted to the author's needs (Edy, 2023). The first feature added to the website was summarization, which allows users to condense long pieces of text into shorter summaries. After that, a grammar checker was introduced to help users identify and correct grammatical errors in their writing. More recently, the website has also added a citation generator, plagiarism checker, co-writer, and translator, making QuillBot a more comprehensive writing tool.

2.4. QuillBot’s Paraphrasing Tool

According to Yadav (as cited in Fitria, 2021), QuillBot's paraphraser adjusts sentences and allows users to easily rewrite their text. The tool's goal is to rewrite material by altering the structure of sentences and replacing words with synonyms while maintaining the original content's meaning (Fitria, 2021).

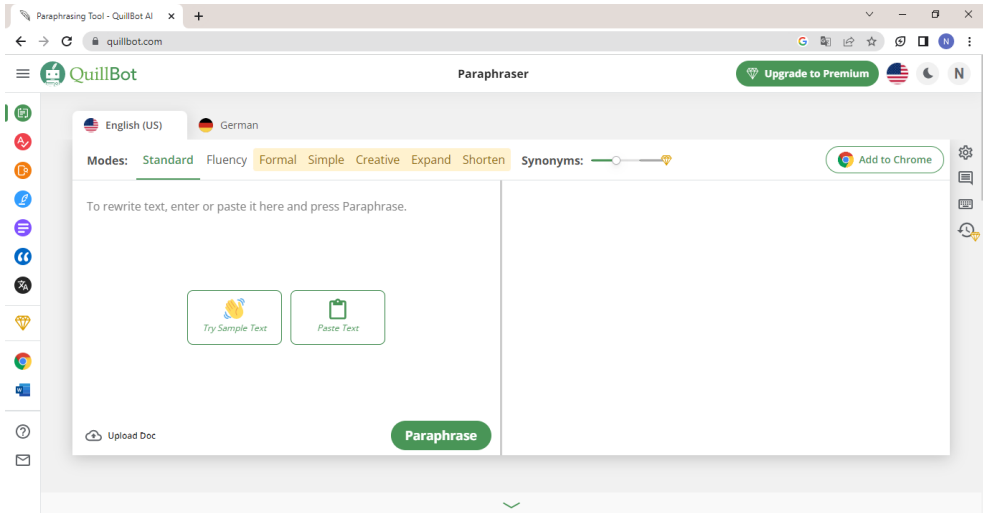


Figure 2.1. Interface of QuillBot’s Paraphraser in the Free Version

As illustrated in Figure 1, which shows the view of QuillBot’s paraphraser in the free version, the tool offers various paraphrasing modes for users to choose from. There are two available versions of QuillBot’s paraphrasing tool; free and premium versions. In the free version, the maximum character limit is 125 characters that can be paraphrased. However, the premium version of the tool has unlimited word characters to paraphrase, as shown in Figure 02 below.

BASIC	PREMIUM
Your Current Plan	Upgrade to Premium
✓ 125 words in the Paraphraser	✓ Unlimited words in the Paraphraser ⓘ
✓ Standard and Fluency modes	✓ Standard, Fluency, Expand, Shorten, Formal, Simple, and Creative modes ⓘ
✓ 3 synonym options	✓ 4 synonym options ⓘ
✓ 1 Freeze word or phrase	✓ Unlimited Freeze words and phrases ⓘ
✓ 1200 words in the Summarizer	✓ 6000 words in the Summarizer ⓘ
✗ Faster processing speed	✓ Faster processing speed ⓘ
✗ Advanced grammar rewrites	✓ Advanced grammar rewrites ⓘ
✗ Compare Modes (Desktop only)	✓ Compare Modes (Desktop only) ⓘ
✗ Plagiarism Checker*	✓ Plagiarism Checker* ⓘ
✗ Tone detection	✓ Tone detection ⓘ
✗ Paraphraser History	✓ Paraphraser History ⓘ
No Credit Card Required	3-Day Money-Back Guarantee

Figure 2.2. QuillBot Features in the Free and the Premium Versions

Furthermore, the free version allows users to have 3 synonym options and only 1 freeze word or phrase which is a feature that allows users to prevent certain words or phrases from being paraphrased. On the other hand, the premium version of QuillBot offers a comprehensive package. This version not only allows users to paraphrase unlimited word characters but also unlimited freeze words and phrases; in addition to having a paraphrase history.

2.4.1. QuillBot's Paraphrasing Tool Modes

Modes, as defined by QuillBot website, are settings that change what the QuillBot AI will focus on when paraphrasing. Each mode has specific things it focuses on in the text. QuillBot's Paraphraser has seven different paraphrasing modes which are listed as the following: standard, fluency, formal, creative, creative+, shorten, and expand modes (Fitria, 2021, P. 186).

2.4.1.1. Standard Mode

This mode is designed to strike a balance between modifying the text and preserving its original meaning in order to achieve a natural and fluent outcome. This mode ensures that any alterations made to the text are carefully executed to enhance its overall readability and cohesiveness.

2.4.1.2. Fluency Mode

This mode focuses on making the text look natural and using correct and proper grammar. In other words, it only makes minor changes to the text, while also retaining the original meaning of it. By focusing on maintaining the original meaning, Fluency Mode enables users to achieve a polished and grammatically accurate output. It is particularly useful for individuals who seek to improve the clarity and fluency of their writing while ensuring that the essence of their message remains intact.

2.4.1.3. Formal Mode

This is a mode that functions to make the text sound more formal. By employing Formal Mode, users can refine their writing to meet the expectations of specific formal contexts, where precision, professionalism, and a nuanced communication style are valued. It helps users convey their ideas with greater credibility and effectively engage with academic or professional audiences.

2.4.1.4. Creative Mode

In this mode, the algorithm may suggest incorporating idiomatic expressions, well-known proverbs, or vivid metaphors to add depth to the text. By introducing these creative elements, the text becomes more memorable and resonates with readers on a deeper level.

2.4.1.5. Creative+ Mode

This mode focus on intuition and understandability, and aims to provide users with suggestions that incorporate familiar common phrases and sayings. By incorporating these widely recognized and easily comprehensible expressions into the text, Creative+ Mode enhances clarity and facilitates effective communication, making the writing more relatable and accessible to a broader audience.

2.4.1.6. Shorten Mode

It serves to shorten the text as much as possible while maintaining its original meaning. Using this mode, users can confidently present their thoughts and arguments in a more concise and impactful manner. Whether it is for academic papers, professional reports, or any situation where brevity is essential, Shorten Mode proves to be an invaluable tool for optimizing the text while retaining its core meaning

2.4.1.7. Expand Mode

In contrast to Shorten Mode, Expand Mode serves the purpose of increasing the length of the text by incorporating additional words, phrases, or sentences, while still maintaining the original meaning. This mode is particularly useful when users need to elaborate on ideas, provide more detailed explanations, or meet certain length requirements for their writing. The free version of QuillBot gives access to only Standard and Fluency modes. Formal, Creative, Creative+, Shorten, and Expand modes are only available for premium accounts that are connected with a paid subscription.

2.4.2. QuillBot's Paraphrasing Tool Features

QuillBot's paraphrasing tool depends on several features when paraphrasing text while retaining the original meaning and context. The features used by QuillBot are contextual thesaurus, grammar checking, level of paraphrasing, and synonym slider.

2.4.2.1. Contextual Thesaurus

QuillBot's paraphraser employs a contextual thesaurus to find synonyms and related words based on the context of the text. Fitria (2021) stated that this built-in feature allows users to easily change certain words to get the appropriate term each time.

2.4.2.2. Grammar Checking

QuillBot's paraphraser includes a built-in grammar-checking feature. Additionally, the paraphrasing tool not only paraphrases texts but also improves grammar to make them more precise and professional (Williams & Davis, as cited in Fitria 2021). In this feature, QuillBot automatically analyses the grammar and provides suggestions to improve sentence structure, punctuation, and grammar errors. This helps users enhance the overall grammatical accuracy of their texts while paraphrasing.

2.4.2.3. Level of Paraphrasing

According to Fitria (2021), users of QuillBot can write in their preferred style by choosing the writing mode they want. Users can select from suggested, standard, fluency, creative, formal, expand and shorten modes.

2.4.2.4. Synonyms Slider

This feature appears on top of the paraphrased result. By using this option, Fitria (2021) stated that users may modify the frequency of the word substitution in the paraphrased text by changing the corresponding slider. The synonym slider has three levels to choose from; however, only the first and second are free. The third level of the slider is only available for premium accounts.

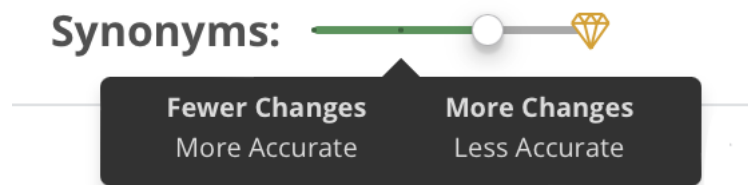


Figure 2.3. QuillBot Paraphraser Synonym Slider

2.4.3. QuillBot's Paraphrasing Techniques

While using QuillBot for paraphrasing, several techniques can be spotted to understand how the tool effectively rephrases text while maintaining the original meaning. These techniques include paraphrasing by using synonyms, paraphrasing by changing the word order, paraphrasing by using active or passive sentences, paraphrasing by changing parts of speech and paraphrasing by changing transitions.

2.4.3.1. Paraphrasing by Using Synonyms

The first and most noticeable technique that QuillBot uses when paraphrasing is changing synonyms. According to Fitria (2021), synonyms are two different words that have the same meaning. One of the most basic methods is paraphrasing by altering a few words in a sentence; however, it is necessary to change some of the vocabulary when paraphrasing, but not all of it as Fitria (2021) added. There are conditions where changing a word while paraphrasing may not be possible, such as with proper nouns, technical terms, quotations, idiomatic expressions, and conjunctions. Adhering to these conditions ensures accurate representation and maintains the intended meaning. Therefore, it is important to determine which words or phrases can't be modified. (Chin et al., 2012).

2.4.3.2. Paraphrasing by Changing Word Order

In this method, sometimes there are additions or subtractions of words that need to be made so that the sentence remains following the applicable rules. Fitria (2021) mentioned that the easiest way to change the word order is by changing the clauses used in a compound sentence. QuillBot paraphrases input texts using this technique by rearranging the sequence of words in a sentence while preserving the overall meaning.

2.4.3.3. Paraphrasing by Using Active or Passive Sentences

Altering the voice of the sentence from active to passive or vice versa is another way to paraphrase., in sentences that have subjects, verbs, and objects as Fitria (2021) suggested. By using the active and passive voice interchangeably, QuillBot helps users achieve varied and refined paraphrases while preserving the original message of the text.

2.4.3.4. Paraphrasing by Changing Transitions

Paraphrasing by changing transitions refers to the technique of altering the connecting words or phrases that link ideas and sentences in a text while maintaining the overall meaning. Transitions are words or phrases such as "however," "therefore," "in addition," "on the other hand," and "in conclusion" that help to create coherence and flow in writing.

2.4.3.5. Paraphrasing by Changing Parts of Speech

In this case, parts of speech refer whether the word is a verb, adjective, adverb, and so on. According to Fitria (2021), sometimes additional words must be changed, added, or removed while maintaining the meaning of the sentence and adhering to grammatical standards. By using this technique, QuillBot paraphrases by modifying the form or category of words in a sentence while preserving the overall meaning.

2.4.4. Evaluation of QuillBot

2.4.4.1. Advantages of QuillBot's Paraphrasing Tool

QuillBot's paraphrasing tool is a powerful online tool that helps users paraphrase and enhance their texts providing numerous advantages:

- Less than a minute is needed for QuillBot to generate results for paraphrases as Syahnaz & Fithriani (2023) stated. Thus, QuillBot's paraphraser is a time-saver.
- QuillBot's paraphrasing tool aids in refining the grammar and spelling aspects of the text. According to Syahnaz & Fithriani (2023), QuillBot can identify structures, improve grammar, and facilitate the usage of the appropriate tenses all at once.
- QuillBot's paraphraser offers vocabulary enrichment by providing users with synonym suggestions, which deepens their linguistic diversity in writing and helps them expand their word choices. In other words, QuillBot is very useful as it helps students incorporate new vocabulary into their writing. (Syahnaz & Fithriani 2023).
- This paraphrasing tool not only helps in improving writing but can also help users avoid plagiarism, which is very important if they want to use the content online (Fitria, 2022).

2.4.4.2. Disadvantages of QuillBot's Paraphrasing Tool

While the tool can be useful in numerous cases and has several benefits, it also has some disadvantages:

- QuillBot's paraphrased texts might result in meaningless or unclear sentences. Therefore, the user must still read and understand it carefully than rewrite it in their own words, as Fitria (2022) suggested.
- Text spinning refers to copying content from other sources but changing certain words with synonyms to make it seem original and go undetected as plagiarism (Morris, 2022). By suggesting different ways to express ideas, QuillBot can assist users in

creating paraphrased versions of the original text, reducing the risk of directly copying and pasting without proper attribution.

- Extensive reliance on QuillBot's paraphrasing tool may make students too dependent on it. This could lead students to lose self-confidence in their own paraphrasing skills and hinder their ability to develop them.

2.4.4.3. Suggestions for using QuillBot as a Supplementary Tool

To mitigate the limitations of QuillBot's paraphraser, it is important that students and other users need to use QuillBot and similar tools as aids rather than completely relying on them. They should view these tools as resources to assist them in improving their writing, but they should also actively engage in the paraphrasing process themselves. Regular practice, critical thinking, and carefully reviewing the paraphrased output are essential to maintain confidence in their own abilities and foster the development of authentic and well-written pieces of work.

Conclusion

One of the challenges faced by many EFL learners is the development of effective paraphrasing skills. Paraphrasing involves the ability to express ideas in one's own words while maintaining the original meaning. However, this skill can be particularly challenging for EFL learners due to differences in language structures and vocabulary. In this context, QuillBot has gained recognition as a valuable tool used by students to enhance their paraphrasing skills and refine their ability to rephrase and restructure sentences effectively, in addition to improving their writing style. Through instant feedback, alternative suggestions, and guided practice, QuillBot empowers learners to overcome the challenges associated with paraphrasing and develop a strong foundation in expressing ideas in their own words.

Chapter Three: Fieldwork

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3. 3. Data Collection Procedures

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3.3.2. The treatment

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3.4.1. The Pre-test

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Chapter Three: Fieldwork

Introduction

The current chapter presents the practical part of the study. It focuses on the methodology followed for data collection, analysis and interpretation in order to test the effect of analysing QuillBot's products on EFL learners' paraphrasing skills at the Department of English, Mohammed Seddik Ben Yahia University, Jijel. It starts by describing the population and sampling as well as the procedures that were implemented in the experiment. Subsequently, the results are analysed and discussed. The chapter provides research limitations and concludes with research recommendations.

3.1. Population and Sample

The population for the study consisted of First Year Master students enrolled in the speciality of the Didactics of Foreign Languages at the Department of English at the University of Jijel, Algeria. This level of study, First Year Master was specifically chosen because it provides a unique environment for investigating and evaluating the efficiency of paraphrasing techniques in an academic context. As master's students pursue advanced courses and research next year, they will be frequently required to paraphrase difficult material to write a research paper or dissertation, a task that requires making a lot of paraphrasing.

The study subscribes to the quasi-experimental design, particularly, the none-equivalent comparison group design which is a research design that involves comparing two or more groups, but the groups are not randomly selected or assigned. The target groups for this study consisted of 17 participants in each of the two groups, and the study was conducted in a period of 5 weeks. This quasi-experimental design shed light on QuillBot's usefulness in improving EFL learners' paraphrasing abilities.

3.2. Data Collection Procedures

The current study complies with the experimental nature of the research design and employs a quantitative approach to data collection and data analysis. An experiment was conducted to test the study hypothesis concerning the efficiency of analysing QuillBot's product in enhancing EFL learners' paraphrasing skills. Bryman (2012) described quantitative research as a research technique that implies quantification in collecting data and its analysis. Quantitative research is commonly utilized and has been demonstrated and proved to be useful in evaluating and testing hypotheses between variables (Nunan, 1992). Data were gathered through a pre-test and a post-test design and statistically examined to make accurate conclusions. The quantitative method enabled a systematic assessment of the impact of analysing QuillBot's techniques on enhancing EFL learners' paraphrasing skills, as well as assuring reliable information data and analysis for drawing conclusions.

3.2.1. Description and Administration of the Test

To consider the research hypothesis and questions, a test was administered for both the control and experimental groups to paraphrase a text using their own words. During the pre-test, participants' paraphrasing skills were assessed using a structured examination or scoring criteria, which gives a quantifiable baseline evaluation (see Appendix A). Participants took 30 minutes to finish the test. A week before the treatment period began, both the control and experimental groups took the pre-test. The students were fully informed of their participation in the experiment mentioning that the test was not graded or evaluated to make them relieved and remove the tension away so they would not interfere with the results or the validity of the study. In the post-test, both the participants' paraphrasing skills were assessed again applying the same evaluation instrument as during the pre-test (see Appendix B). By assessing the participants' paraphrasing abilities at both the pre-and post-test stages, statistical measures

of central tendency and variance, such as averages, and t-tests, were executed, calculated and compared.

3.2.2. The Treatment

The experimental group received the treatment that was intended to improve their paraphrasing abilities. The treatment lasted for three weeks and was completed in three sessions, each lasting around 45 minutes in which participants were provided with short texts to insert in QuillBot paraphraser. After that, the paraphrased text was analysed by students each time focusing on a particular technique.

In the first session, the participants were exposed to the technique of changing synonyms as a way to successfully paraphrase texts. Students learned to choose words with similar meanings and substitute them to express the same idea without repetition. The participants were also given examples and guided practice tasks to help them reinforce this skill. This method assisted participants in expanding their vocabulary and developing a deeper understanding of word choices.

In the second session, participants were introduced to two additional paraphrasing techniques. The first technique emphasized switching from passive to active voice in sentences and vice versa, increasing clarity and directness in their writing. The second technique offered was word order change, highlighting the need of altering sentence structure to express information in a new way. Participants engaged in interactive exercises and received feedback to help them better understand and use these strategies.

Furthermore, participants practised two other paraphrasing techniques. The first one involved changing parts of speech, and consists in transforming nouns into verbs, adjectives into adverbs, and so on. This technique aimed to improve students' abilities to express themselves using different linguistic resources. The second technique dealt with

changing transitions, teaching participants how to substitute popular phrases and words of transition with alternative ones in order to generate diversified and coherent writing. To help participants learn these techniques, practice activities and interactive conversations were used.

Throughout the treatment sessions, the experimental group had an opportunity to implement and practice the paraphrasing techniques in a supportive and supervised atmosphere. During the sessions, QuillBot was used to enhance participants' comprehension and give practical examples. By introducing QuillBot into the treatment sessions, the students experienced first-hand how to use QuillBot and how its products may help them improve their paraphrasing skills.

3.3. Data Analysis

Results are presented and analysed by, first, considering the pre-test results, then the post-test results in terms of the number of paraphrasing strategies and the frequency of using each strategy for each of the two groups separately. Subsequently, the results are compared between groups during each phase of the test. Last, results are compared for each group between the pre-test and the post-test.

3.3.1. Pre-Test Results

3.3.1.1. Control Group Pre-Test Results

Table 3.1. *Number of Paraphrasing Techniques Used by the Control Group in the Pre-Test*

Students	Synonyms	Passive Voice	Word Order	Parts of speech	Transitions	Total Number of Techniques Used	%
S1	1	0	0	0	0	1	20
S2	1	0	1	0	0	2	40
S3	1	1	0	0	0	2	40
S4	1	1	1	0	0	3	60
S5	1	1	0	0	0	2	20
S6	0	0	0	0	0	0	00
S7	1	1	0	0	1	3	60
S8	1	1	0	0	1	3	60
S9	0	0	0	0	0	0	0
S10	1	1	0	0	0	2	20
S11	1	1	1	0	0	3	40
S12	1	1	1	0	1	4	80
S13	0	0	1	0	0	1	20
S14	0	0	1	0	0	1	20
S15	1	0	0	0	0	1	20
S16	1	0	0	0	1	2	40
S17	1	0	1	0	1	3	60
Total	13	8	7	0	5	33	
%	76.47	47.05	41.76	0	29.41	38.82	

The table reveals that the control group used a total number of 33 paraphrasing techniques, representing 38.82% of the paraphrasing techniques, with 15 of 17 students having applied at least one strategy. Only one student used 4 out of the 5 paraphrasing techniques while the remaining students used 3 techniques (five students), 2 techniques (five students) or 1 technique (four students).

Most students (76.47%) managed to use synonyms in paraphrasing, while none of them exploited the strategy of manipulating the word's grammatical category. The strategies involving transforming active and passive sentences, alternative word order and transitions were used moderately by the student.

Table 3.2. *Frequency of Technique Use by the Control Group in the Pre-Test*

Paraphrasing Techniques	Frequency	Average per Student
Synonyms	42	2.47
Passive Voice	5	0.29
Word order	7	0.41
Parts of speech	0	0
Transitions	6	0.35
Total	60	0.7

The table above shows the frequency and average frequency of paraphrasing technique use by the control group at the pre-test period. A total of 60 paraphrasing techniques were utilized. The most commonly used technique was paraphrasing using synonyms; it was used 42 times, accounting for an average of 2.47 instances for each student. However, other techniques appeared only minimally in students' texts without reaching the threshold of one technique per student, and in the case of paraphrasing by changing parts of speech, it was not registered at all.

3.3.1.2. Experimental Group Pre-Test Results

Table 3.3. *Number of Paraphrasing Techniques Used by the Experimental Group in the Pre-Test*

Students	Synonyms	Passive Voice	Word Order	Parts of speech	Transitions	Total Number of Techniques Used	%
S1	1	1	1	0	0	3	60
S2	1	0	1	0	0	2	40
S3	0	0	1	0	0	1	20
S4	1	0	0	0	0	1	20
S5	1	1	1	0	0	3	60
S6	1	0	0	0	0	1	20
S7	1	1	0	0	0	2	40
S8	1	0	0	0	0	1	20
S9	1	1	0	0	0	2	40
S10	1	0	0	0	0	1	20
S11	1	1	1	1	0	4	80
S12	1	1	0	0	1	3	60
S13	0	0	0	0	0	0	0
S14	1	0	0	0	0	1	20
S15	1	0	0	0	0	1	20
S16	1	0	0	0	1	2	40
S17	1	0	0	0	1	2	40
Total	15	6	5	1	3	30	
%	88.23	35.29	29.41	5.88	17.65	35.29	

The table demonstrates that the experimental group exploited a total number of 30 paraphrasing techniques, representing 35.29% of the paraphrasing techniques, with 16 of 17 students having invested at least one strategy. Only one student used 4 out of the 5 paraphrasing techniques while the remaining students used 3 techniques (three students), 2 techniques (five students) or 1 technique (seven students).

Almost all students (88.23%) managed to use synonyms in paraphrasing, while some of them the techniques of transforming active and passive sentences, changing word order and transitions. Changing the word's grammatical category is used by one student only.

Table 3.4. *Frequency of Technique Use by the Experimental Group in the Pre-Test*

Paraphrasing Techniques	Frequency	Average per Student
Synonyms	54	3.17
Passive Voice	7	0.41
Word order	7	0.41
Parts of speech	7	0.41
Transitions	1	0.05
Total	76	0.89

The table above shows the frequency and average frequency of paraphrasing technique use by the experimental group at the pre-test period. A total of 76 paraphrasing techniques were utilized. The most commonly used technique was paraphrasing using synonyms; it was used 54 times, accounting for an average of 3.17 instances for each student. However, other techniques appeared only minimally in students' texts without reaching the threshold of one technique per student (0.89), and very minimal use of paraphrasing by changing parts of speech.

3.3.2. Post-test Results

3.3.2.1. Control Group Post-test Results

Table 3.5. *Number of Paraphrasing Techniques Used by the Control Group in the Post-Test*

Students	Synonyms	Passive Voice	Word Oder	Parts of speech	Transitions	Total Number of Techniques Used	%
S1	0	1	0	1	0	2	40
S2	0	1	0	1	0	2	40
S3	0	0	0	0	0	0	0
S4	1	1	0	0	0	2	40
S5	1	0	1	0	0	2	40
S6	0	1	0	0	0	1	20
S7	1	0	1	0	1	3	60
S8	1	1	1	0	0	3	60
S9	0	0	1	1	0	2	40
S10	0	1	1	1	0	3	60
S11	1	0	0	0	0	1	20
S12	1	0	0	0	0	1	20
S13	1	1	0	0	1	3	60
S14	0	0	1	0	0	1	40
S15	1	0	0	0	0	1	40
S16	0	0	0	0	0	0	0
S17	1	0	1	1	1	4	80
Total	9	7	7	5	3	31	
%	52.94	41.18	41.18	29.41	17.65	36.47	

The table above reveals that the control group used a total amount of 31 paraphrasing techniques, representing 36.47% of the paraphrasing techniques, with 15 of 17 students having applied at least one strategy. Only one student used 4 out of the 5 paraphrasing techniques while the remaining students used 3 techniques (four students), 2 techniques (five students) or 1 technique (five students).

More than half the students managed to use synonyms in paraphrasing, while some of them exploited strategies involving transforming active and passive sentences and parts of speech as well as alternative word order. The least used techniques consisted in transitions, utilized by three students.

Table 3.6. *Frequency of Technique Use by the Control Group in the Post-Test*

Paraphrasing Techniques	Frequency	Average per Student
Synonyms	51	3
Passive Voice	6	0.35
Word order	8	0.47
Parts of speech	6	0.35
Transitions	5	0.29
Total	76	0.89

The table above presents the frequency and average frequency of paraphrasing technique use by the control group at the post-test stage. A total of 76 paraphrasing techniques were utilized. The most commonly used technique was paraphrasing using synonyms; it was used 51 times, accounting for an average of 3 synonyms per student. However, other techniques appeared only minimally in students' texts without reaching the threshold of one technique per student (0.89).

3.3.2.2. Experimental Group Post-Test Results

Table 3.7. *Number of Paraphrasing Techniques Used by the Experimental Group in the Post-Test*

Students	Synonyms	Passive Voice	Word Oder	Parts of speech	Transitions	Total Number of Techniques Used	%
S1	1	0	1	1	0	3	60
S2	1	1	1	0	0	3	60
S3	1	0	0	0	1	2	40
S4	1	1	0	1	1	4	80
S5	1	1	1	0	1	4	80
S6	1	1	0	1	1	4	80
S7	1	1	0	1	0	3	60
S8	1	1	1	1	1	5	100
S9	1	0	1	0	0	2	40
S10	1	0	0	1	0	2	40
S11	1	1	1	1	1	5	100
S12	1	0	1	1	0	3	60
S13	1	0	1	0	0	2	40
S14	1	0	1	0	1	3	60
S15	1	1	0	0	1	3	60
S16	1	0	1	0	1	3	60
S17	1	1	1	0	1	4	80
Total	17	9	11	8	10	55	
%	100	52.94	64.71	47.06	58.82	64.71	

The table shows that the experimental group used a total of 55 paraphrasing techniques, representing 64.71% of the paraphrasing techniques, with all students having used at least two techniques. It can be noted that two students employed all paraphrasing techniques, four students used 80% of the paraphrasing techniques while the remaining students used 60% techniques (seven students) or 2 techniques (four students).

All of the students managed to use synonyms in paraphrasing, while more than half of them exploited strategies involving transforming active and passive sentences, using transitions and changing word order, and almost half the students used the technique of transforming parts of speech.

Table 3.8. *Frequency of Technique Use by the Experimental Group in the Post-Test*

Paraphrasing Techniques	Frequency	Average per Student
Synonyms	138	8.12
Passive Voice	12	0.71
Word order	11	0.65
Parts of speech	12	0.71
Transitions	12	0.71
Total	185	2.17

The table above presents the frequency and average frequency of paraphrasing technique use by the experimental group at the post-test stage. A total of 185 paraphrasing techniques were utilized. The most commonly used technique was paraphrasing using synonyms; it was used 138 times, accounting for an average of 8 synonyms per student. However, other techniques appeared only minimally in students' texts without reaching the threshold of one technique per student. Therefore, the average of techniques used, which is 2 techniques per student, is mainly attributed to the high use of synonyms.

3.3.3. Comparative Analysis of Results

3.3.3.1. Pre-test Results of the Experimental versus the Control Groups

Table 3.9. *Frequency of Use of Techniques in the Pre-test*

	Average Number per Student		Average Frequency per Student	
	Control Group	Experimental Group	Control Group	Experimental Group
Synonyms	0.76	0.88	2.47	3.17
Passive Voice	0.47	0.35	0.29	0.41
Word order	0.42	0.29	0.41	0.41
Parts of speech	0	0.59	0	0.41
Transitions	.29	0.18	0.35	0.05
Total	0.39	0.35	0.7	0.89

$t_{32} = 0.47 < 2.03$ significant at $p < .05$

Table 9 shows the average number and average frequency of paraphrasing techniques used per student in both groups throughout the pre-test period. It can be noticed that the control group performed slightly better than the experimental group with a ratio of 0.39 average number of paraphrasing techniques per student for the control group and 0.35 average number of paraphrasing techniques per student for the experimental group.

In both groups, the highest score was (80%) for participants. Whereas, the lowest score among students in both groups was (0%) for individuals who didn't use any of the 5 paraphrasing techniques. Additionally, in both the control and experimental groups the most frequently used paraphrasing technique was paraphrasing using synonyms. 13 Participants in the control group paraphrased by using synonyms, whereas in the experimental group, 15 students employed this technique. Moreover, the least used technique by both groups was paraphrasing by changing parts of speech, which was not employed at all by the control group and only once by the experimental group

An independent t-test was run using SPSS Statistics to determine whether the difference found between the two groups is significant. The t- obtained (Appendix) stands at 0.47 is not significant at 32 degrees of freedom and 0.05 level of significance, given that it is lower than the tabulated t-value, which is 2.03. Therefore, we can say that, at the start of the experiment, the two groups investigated belonged to the same population sharing the same level when it comes to paraphrasing.

3.3.3.2. Post-test Results of the Experimental versus the Control Groups

Table 3.10. *Frequency of Use of Techniques in the Post-test*

	Average Number per Student		Average Frequency per Student	
	Control Group	Experimental Group	Control Group	Experimental Group
Synonyms	0.53	1	3	8.12
Passive Voice	0.41	0.53	0.35	0.71
Word order	0.41	0.65	0.47	0.65
Parts of speech	0.29	0.47	0.35	0.71
Transitions	.18	0.59	0.29	0.71
Total	0.36	0.65	0.89	2.17

$t_{32} = 3.91 > 2.03$ significant at $p < .05$

Table 10 reveals the average number and average frequency of paraphrasing techniques used per student in both groups throughout the post-test period. As illustrated above, the experimental group performed way better than the control group with a ratio of 0.65 average number of paraphrasing techniques per student for the experimental group and 0.36 average number of paraphrasing techniques per student for the control group.

In the post-test, the highest score of the control group was (80%) for participants. Whereas, the highest score of the experimental group was (100%). On the other hand, the lowest score of in the control group was (0%) for participants who didn't use any paraphrasing techniques. However, the experimental group results showed that the lowest score among students was (40%). Moreover, the most used paraphrasing technique by both the control and experimental groups was paraphrasing using synonyms, in which 9 students in the control group used the technique and every participant in the experimental used synonyms.

An independent t-test was run using SPSS Statistics to determine whether the difference found between the two groups is significant. The t- obtained (Appendix) stands at 3.91 is significant at 32 degrees of freedom and 0.05 level of significance, given that it is higher than the tabulated t-value, which is 2.03 the improvement of the experimental group was only due to the treatment received which was analysing QuillBot techniques.

3.3.4. Comparison of the Control Group in the Pre-test and Post-test

Table 3.11. *Results of the Control Group in the Pre-test and Post-test*

	Average Number per Student		Average Frequency per Student	
	Pre-test	Post-test	Pre-test	Post-test
Synonyms	0.76	0.53	2.47	3
Passive Voice	0.47	0.41	0.29	0.35
Word order	0.42	0.41	0.41	0.47
Parts of speech	0	0.29	0	0.35
Transitions	0.29	0.18	0.35	0.29
Total	0.39	0.36	0.7	0.89

$t_{16}=0.59 < 2.17$ not significant at $p < .05$

Table 11 illustrates the control group's results in the pre-test and the post-test. In the pre-test, the group control group showed a decrease in the average number of techniques used per student. The average number per student in the pre-test decreased from 0.39 to 0.36. However, the group showed a slight improvement in the average frequency per student in which in the pre-test the ratio was 0.70 and 0.89 in the post-test.

To figure out whether the control group improved due to extraneous factors, it is necessary to compare the obtained t value with the tabulated t value. After running a paired sample t-test (see Appendix) and consulting a T-table at 16 degrees of freedom, and comparing the obtained t-value (0.59) with the tabulated t-value (2.12), it can be concluded that the obtained t-value does not exceed the critical t-value. In statistical terms, this means that the difference between the two test means is not statistically significant.

3.3.5. Comparison of the Experimental Group in the Pre-test and Post-test

Table 3.12. *Results of the Experimental Group in the Pre-test and Post-test*

	Average Number per Student		Average Frequency per Student	
	Pre-test	Post-test	Pre-test	Post-test
Synonyms	0.88	1	3.17	8.12
Passive Voice	0.35	0.53	0.41	0.71
Word order	0.29	0.65	0.41	0.65
Parts of speech	0.59	0.47	0.41	0.71
Transitions	0.18	0.59	0.05	0.71
Total	0.35	0.65	0.89	2.17

$t_{16}=5.39 > 2.17$ not significant at $p < .05$

Table 11 illustrates the control group's results in the pre-test and the post-test. In the pre-test, the group control group showed a decrease in the average number of techniques used

per student. The average number per student in the pre-test decreased from 0.39 to 0.36. However, the group showed a slight improvement in the average frequency per student in which in the pre-test the ratio was 0.70 and 0.89 in the post-test.

To figure out whether the improvement of the experimental group was due to the treatment received by students, it is necessary to compare the obtained t value with the tabulated t value. After running a paired sample t-test (see Appendix) and consulting a T-table at 16 degrees of freedom, it has been found that the t value (5.39) exceeds the tabulated t value (2.12) at a 0.05 level of significance. Thus, the paired t-test indicates that the difference between the two tests means is statistically significant. Accordingly, the remarkable improvement of the experimental group was only due to the treatment received by students.

3.4. Discussion of the Results Obtained

This research was conducted to examine the efficiency of analysing QuillBot techniques in enhancing EFL learners paraphrasing skills through conducting an experiment. It aimed to answer the following question:

- How does QuillBot website help EFL students improve their paraphrasing skills?

In the present research, an experiment on Master One EFL learners' paraphrasing skills was conducted through a pre-test and post-test design. The control group showed a decrease in results from the pre-test to the post-test where in the pre-test the control group's score mean was **1.94** and in the post-test, the mean decreased to **1.82**. On the other hand, the post-test score mean of the experimental group revealed a remarkable increase in their performance. The groups' score mean improved from **1.76** to **3.24** This indicates a considerable improvement in the students' paraphrasing skills.

In the pre-test, the t-test conducted revealed that before the treatment the control and the experimental group results shared the same level when it comes to paraphrasing. Based on the

analysis conducted with a significance level of 0.05 and 32 degrees of freedom, the obtained t-value of 0.47 was not significant. This value was lower than the critical t-value of 2.03 from the tabulated values. Consequently, it can be concluded that, at the beginning of the experiment, the two groups under investigation belonged to the same population and had a similar level of paraphrasing skills. Furthermore, after conducting an independent sample t-test to determine whether the remarkable improvement of the experimental group was only due to the treatment received, it was determined that the t-value (3.90) exceeded the critical t-value (2.03) at a significance level of 0.05. Therefore, it can be concluded that at the end of the experiment, the two groups investigated were found to be different. The treatment sessions administered in the study resulted in a significant improvement in students' paraphrasing skills.

These findings are strong evidence against the null hypothesis, which states that there is no significant improvement in students' paraphrasing skills as a result of analysing QuillBot's techniques. This means that the alternative hypothesis, which suggests that EFL learners' paraphrasing skills will improve by analysing QuillBot techniques, remains valid. Consequently, the initial phase of the study's question can be addressed as follows: The Analysis of QuillBot techniques does enhance students' paraphrasing techniques. These conclusions highlight the positive influence of QuillBot on improving students paraphrasing abilities of EFL learners and support the effectiveness of using such tools as a learning aid in the skill of paraphrasing.

Conclusion

This chapter was devoted to the research methodology and the analyses of data gathered through conducting an experiment on Master One EFL Learners. The study employed a pre-test and post-test design, utilizing quantitative methods to systematically assess the impact of analysing QuillBot's techniques on enhancing EFL learners' paraphrasing skills. Additionally, the analyses of the results have been realized through tables, which were discussed jointly in

relation to the research question. The results obtained from data analysis revealed that the experimental group showed a notable improvement in their paraphrasing skills as (see Appendix L and M), in contrast to the control group which didn't show a significant one (see Appendix J and K). The validity of the alternative hypothesis, which proposes that EFL learners' paraphrasing skills will improve through the analysis of QuillBot techniques, remains intact.

General Conclusion

4.1. Putting it Altogether

4.2. Research Limitations

4.3. Research Recommendations

General Conclusion

4.1. Putting it Altogether

In conclusion, this study aimed to investigate the impact of analysing QuillBot's products on enhancing EFL learners' paraphrasing skills. The research was organized into three chapters, each addressing different aspects of the topic

The first chapter provided a comprehensive overview of paraphrasing and its techniques. It explored the importance of paraphrasing as a skill for accurately and ethically utilizing knowledge from external sources. Various strategies and steps for effective paraphrasing were discussed, highlighting the significance of this skill to avoid plagiarism in academic and professional contexts.

The second chapter focused on QuillBot, providing a historical background and outlining its features. The chapter shed light on the development and functionality of QuillBot as an advanced paraphrasing tool. The discussion encompassed its capabilities, algorithms, and potential benefits for EFL learners in enhancing their paraphrasing skills.

The third chapter was dedicated to the practical aspect of the research, outlining the methodology, sample selection, and data collection procedures, administration of the test, pre-test, post-test, and treatment. The participants were EFL learners who received instruction on utilizing QuillBot to enhance their paraphrasing skills. The data collection process involved measuring the participants' paraphrasing proficiency before and after the treatment, allowing for the assessment of the tool's product on their skill development.

Through this research, the aim was to provide insights into the effectiveness of QuillBot's product in enhancing EFL learners' paraphrasing skills. The extent to which QuillBot paraphrasing approaches help to enhance paraphrasing abilities among EFL learners was assessed by analysing the data acquired from the experimental design.

Overall, this study contributes to the existing literature by investigating the impact of analysing QuillBot's product on EFL learners' paraphrasing skills. The findings have the potential to inform educators, researchers, and practitioners about the benefits and limitations of utilizing advanced paraphrasing tools in language learning contexts. Furthermore, this research opens avenues for further exploration and development of innovative approaches to improve paraphrasing skills among EFL learners using technology-based interventions.

4.2. Research Limitations

The most significant limitations the researchers faced when conducting this study are:

- The research might have limited external validity due to potential contextual constraints. Hence, the study might be conducted in a specific educational institution, country, or cultural setting, which may restrict the generalizability of the findings to other contexts.
- The study had a limited sample size, which affected the generalization of the findings.
- The study might have a relatively short intervention period to analyse the impact of QuillBot on EFL learner paraphrasing skills.
- The research did not account for the influence of various contextual factors, such as prior experience with technology or individual differences among learners.
- In contrast to other technological tools or approaches, the impact of QuillBot may be evaluated to highlight the distinctiveness and possible benefits of its use.
- The present study focused solely on improving students' paraphrasing techniques, without explicitly addressing the aspect of preserving the original meaning.

4.3. Recommendations for Further Research

Based on the insights gained from the research findings, it is significant to equip future researchers with the following recommendations:

- To enhance external validity, researchers could consider conducting similar studies in diverse EFL learning contexts to determine the robustness of the findings across different populations and settings.
- To provide better representation of the EFL learner population of Master one students, Future researchers are recommended to opt for a larger and more diverse sample majoring in the specialty of Didactics of Foreign Languages at the Department of English, at Jijel University.
- A longer intervention duration could offer future researchers a more comprehensive understanding of the sustained effects over time.
- Considering the effect of contextual factors could provide a more defined analysis of the impact of QuillBot specifically for EFL learners.
- The experimental design should be expanded to incorporate the integration of QuillBot's Summarizing tool in addition to other paraphrasing features. The objective is to examine the collective influence of both paraphrasing and summarizing tools on the language skills of EFL learners, specifically their capacity to accurately and effectively condense and rephrase the information.
- To gain a better understanding of learners' viewpoints, experiences, and attitudes towards QuillBot, qualitative data-gathering methods such as interviews or focus groups could be used. This would offer a thorough picture of how students engage with technology.
- Incorporating an assessment of meaning preservation would enhance the study's comprehensiveness and practical relevance. Future research could explore the aspect of preserving the original meaning to provide a more holistic evaluation of the impact of QuillBot on EFL learners' paraphrasing skills.

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Appendices

Appendix A

Name:.....

Group Number:

A Pre-Test Evaluation of EFL Learner's Paraphrasing Skills

Instructions

Read the following text carefully and paraphrase it using your own words.

Language teachers frequently use the term “motivation” when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

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Appendix B

Name:.....

Group Number:

A Post-Test Evaluation of EFL Learner's Paraphrasing Skills

Instructions

Read the following text carefully and paraphrase it using your own words.

Language teachers frequently use the term “motivation” when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

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Appendix C

Level: Master One

Group Number: 04

TREATMENT SESSION 01

Paraphrasing by Using Synonyms

1. Briefly explain what paraphrasing is and why it is important.
 - Emphasize that paraphrasing is a key skill in academic writing and that it involves restating ideas in your own words while maintaining the original meaning.
2. Introduce the QuillBot Website
3. Show the participants how to input a sentence or paragraph into the website.
 - Example: Learning autonomy is a condition where learners possess authority over their learning condition in which they are less dependent on their teachers.
(highlight the keywords)
4. Demonstrate how to use the QuillBot website to paraphrase using synonyms and use the "Synonyms" feature to generate alternative versions of the text.
5. Have the participants practice paraphrasing using synonyms on their own. Provide feedback and support as needed.

Practice:

learners who are motivated tend to be independent and willing to learn and exercise their language skills outside the classroom settings.

Appendix D

Level: Master One

Group Number: 04

TREATMENT SESSION 02

Paraphrasing by Changing the Word Order & Paraphrasing by using Active or Passive Sentences

1. Quickly review the paraphrasing technique covered in the first treatment session (paraphrasing using synonyms).
2. Demonstrate how Quillbot's paraphraser uses the two new techniques using the following examples and highlighting the changes that occur.
 - Osman (2013) regarded academic freedom as a fundamental component in language teaching and learning because of its ability to induce teacher creativity
 - Students who feel comfortable to engage with others will help create conducive classroom atmospheres, which in turn boosts the teacher's enthusiasm and motivation to deliver lessons.
3. Explain the two techniques: paraphrasing by changing the word order and paraphrasing by using active or passive sentences.

a. Paraphrasing by changing the order of words: it involves changing the order of the words in a sentence while keeping the meaning of the sentence intact.

Example: The teacher explained the grammar rules before giving the students the worksheet.

Before providing the worksheet to the students, the teacher clarified the grammar rules.

- This paraphrase has changed the order of the original sentence's clauses, with the dependent clause "before giving the students the worksheet" moved to the beginning of the sentence. The independent clause "the teacher explained the grammar rules" is moved to the end and is presented in a slightly different way.

Many students struggle with English grammar, which can hinder their ability to communicate effectively in English.

The ability to communicate effectively in English can be hindered by struggling with English grammar, something that many students face

b. Paraphrasing by using active or passive sentences: it involves changing the voice of a sentence from active to passive or vice versa.

Example: The teacher graded the exam papers.

The exam papers were graded by the teacher.

4. Have the participants practice paraphrasing the following text on their own using the two new techniques. Then paraphrase it using QuillBot and analyse the differences.
 - Allowing English teachers to decide what teaching materials and activities to be delivered and involved inside the classrooms gives English teachers a sense of authority.

Appendix E

Level: Master One

Group Number: 04

TREATMENT SESSION 03

Paraphrasing by Changing Transitions.

Paraphrasing by Changing Parts of Speech.

1. Quickly review the paraphrasing technique covered in the first treatment session.
2. Introduce the new techniques: write examples on the board and let the participants analyse the changes that happened when paraphrasing and then derive the techniques.
 - **Paraphrasing by Changing Transitions:** It involves altering the words that signal a shift in thought or direction, such as *conjunctions* (e.g., "although," "but") or *transitional phrases* (e.g., "despite the fact that," "in contrast").
 - Example:

Original text: *Although* the Intergativeness theory takes into account teachers' competence and materials' evaluation, it fails to include learners' mental processes.

Paraphrase: The Intergativeness theory considers the skill of the teacher and the quality of the instructional resources; *however*, it leaves out the learners' mental processes.
 - **Paraphrasing by Changing Parts of Speech:** It involves modifying a word or phrase by altering its grammatical category. This can include *changing a noun to a verb, an adjective to an adverb*, or vice versa.
 - Example:

Original text: The teacher explained the concept *clearly*.

Paraphrase: The concept was explained *with clarity* by the teacher.

In this example, in addition to changing the voice of the sentence from active to passive, *the adjective "clearly"* in the original sentence is changed to the *noun "clarity"* in the paraphrased sentence.
3. Have the participants practice paraphrasing the following text on their own using the two new techniques. Then paraphrase it using QuillBot and analyse the differences.

- **Original text 1:** Despite the fact that the theory is still debatable and poses some questions, it provides a basic rationale and knowledge of how motivation is associated with learning the English language.
- **Paraphrase 1:** The theory offers a fundamental justification and understanding of how motivation is related to learning the English language, despite the fact that it is still controversial and raises certain problems.
- **Original text 2:** With all the criticism that has been cast on Gardener's theory of integrativeness, it appears that in the present time, the theory does not enjoy the same *popularity* as it did in the past.
- **Paraphrase 2:** Given all the doubt and criticism that have been leveled at Gardener's integrativeness thesis, it would seem that the idea is not *as popular* now as it once was.

Appendix F

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,086	,772	,472	32	,640	,176	,374	-,585	,938
	Equal variances not assumed			,472	31,669	,640	,176	,374	-,585	,938

Appendix G

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score									
Equal variances assumed	,468	,499	-3,906	32	,000	-1,412	,361	-2,148	-,676
Equal variances not assumed			-3,906	31,274	,000	-1,412	,361	-2,149	-,675

Appendix H

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE - POST	,118	1,453	,352	-,629	,865	,334	16	,743

Appendix I

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE - POST	-1,471	1,125	,273	-2,049	-,892	-5,392	16	,000

Appendix J

Pre-test Paper of a Participant from the Control Group

Group Number: 01

A Pre-Test Evaluation of EFL Learner's Paraphrasing Skills

S13

Dear Students,

Greetings! We would like to invite you to participate in a pre-test for our research which aims at assessing your current paraphrasing abilities. Your responses will remain anonymous and will only be used for the purposes of this study.

Thank you in advance for your time and effort. We sincerely appreciate your participation and contribution to this research.

Instructions

Read the following text carefully and paraphrase it using your own words.

Language teachers frequently use the term "motivation" when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

order of words [when describing successful & unsuccessful learners, we usually use the term "motivation"] This reflects our conjectural belief that during the detailed and tiresome process of mastering a F/S.L., the learner's enthusiasm, commitment and persistence are key determinant of success or failure.

order of words Learners with sufficient motivation can long enough persist to attain any language even if they were not highest learners.

order of words 2

Appendix K

Post-test Paper of a Participant from the Control Group

Full Name: [REDACTED]

Group Number: 21

A Post-Test Evaluation of EFL Learner's Paraphrasing Skills

S13

Thank you for your time and effort. Your participation in this study is highly appreciated.

Instructions

Read the following text carefully and paraphrase it using your own words.

Language teachers frequently use the term "motivation" when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

passive voice The word motivation is commonly used by language
teachers to describe successful or failed students. This
reflects intuitive opinion that learners' enthusiasm, commitment
and tenacity are important factors of success or failure
during the protracted and frequently tedious process of mastering
a foreign second language. In fact, [regardless of their
Transitional language proficiency or other cognitive traits, learners with
enough motivation can typically acquire a working knowledge
of an L2]. However, even the most intelligent
students are unlikely to persevere long enough to master
any truly useful language without adequate incentive?
synonyms 2
passive voice 1
Transition 2

Appendix L

Pre-test Paper of a Participant from the Experimental Group

[Redacted] S 1

Group Number: 04

A Pre-Test Evaluation of EFL Learner's Paraphrasing Skills

Dear Students,

Greetings! We would like to invite you to participate in a pre-test for our research which aims at assessing your current paraphrasing abilities. Your responses will remain anonymous and will only be used for the purposes of this study.

Thank you in advance for your time and effort. We sincerely appreciate your participation and contribution to this research.

Instructions

Read the following text carefully and paraphrase it using your own words.

Language teachers frequently use the term "motivation" when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

passive voice

[The term "motivation" is essentially used to distinguish successful from unsuccessful learners. The reason behind such employment is the notion that ~~students~~ learner's enthusiasm, commitment and persistence are significant factors in the determination of their success or failure, during the monotonous and prolonged course of acquiring a foreign & second language. Veritably, in many instances, student that obtain an adequate amount of motivation can attain a successful comprehension of an L2, despite their language skills or cognitive capabilities. [With the absence of coherent motivation, even the brightest students are strained to carry on long enough to achieve L2 fluency] word order

Synonyms = 3
passive voice = 1
word order = 1

Appendix M

Post-test Paper of a Participant from the Experimental Group

Full Name: ..



S1

Group Number: ..04

A Post-Test Evaluation of EFL Learner's Paraphrasing Skills

Thank you for your time and effort. Your participation in this study is highly appreciated.

Instructions

Read the following text carefully and paraphrase it using your own words.

Language teachers frequently use the term "motivation" when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

word order } Teachers of languages occasionally utilize the term "motivation" to differentiate between successful and unsuccessful learners. This is a reflection of our intuitive knowledge that the learner's enthusiasm, dedication and determination are vital aspects of success and failure, during the long and monotonous process of learning a foreign/second language. As a matter of fact, in most cases, students with sufficient motivation can attain a coherent knowledge of a second language, despite their language skills or mental capabilities. However, without enough motivation, even the smartest learners are not prone to continue long enough in order to achieve any really useful language.

changing parts of speech }
changing word order }

Synonyms 1A
word order 2
part of speech 1

Resumé

L'étude actuelle a examiné l'impact de l'analyse des produits de QuillBot sur l'amélioration des compétences de paraphrasage des étudiants en première année Master de Didactiques des langues étrangères, au Département d'anglais, Université Jijel. On a émis l'hypothèse que si les étudiants analysaient les textes paraphrasés de QuillBot, ils pourraient améliorer leurs propres compétences de paraphrase. Pour vérifier l'hypothèse, une conception quasi-expérimentale a été réalisée suivant un projet de groupe de comparaison non équivalent. L'étude a inclus deux groupes d'étudiants, avec 17 participants dans chaque groupe, et a été menée sur une durée de cinq semaines. Les étudiants ont reçu le traitement en trois sessions, et chaque session se concentrait sur l'analyse d'une ou deux techniques de paraphrasage QuillBot. Dans les deux pré-test et post-test, les étudiants ont été tenus de paraphraser un texte en utilisant leurs propres mots. L'analyse des résultats a montré que le groupe expérimental a dépassé le groupe de contrôle dans le post-test, en particulier en termes d'utilisation de plus de synonymes dans le paraphrasage. En outre, le groupe expérimental a utilisé la voix passive, l'ordre des mots, les transitions et les catégories de mots grammaticaux plus fréquemment que le groupe de contrôle pour paraphraser le texte, ce qui a soutenu l'influence positive de l'analyse des produits QuillBot sur l'amélioration des capacités de paraphrases des élèves ($t_{32} = 3,91, p \leq .05$). Sur la base des résultats obtenus, des recommandations pédagogiques et des suggestions pour la recherche future sont suggérées.

Mots clés : Paraphrasing, Techniques de paraphrasage, Outils de paraphrasage en ligne, QuillBot.

ملخص

تناولت الدراسة الحالية أثر تحليل منتجات QuillBot في تعزيز مهارات إعادة الصياغة لدى طلاب السنة الأولى ماستر تخصص لغة انجليزية في جامعة جيجل. قامت الدراسة على الفرضية بأن قيام الطلاب بتحليل نصوص QuillBot المعاد صياغتها، يمكنهم من تحسين مهاراتهم الخاصة في إعادة الصياغة. لاختبار صحة الفرضية، تم إجراء تصميم شبه تجريبي بعد تصميم مجموعة مقارنة غير متكافئة. شملت الدراسة مجموعتين من الطلاب، حيث بلغ عدد المشاركين في كل مجموعة 17 طالبًا، وتم إجراء الدراسة على مدى 5 أسابيع. تلقى الطلاب التدخل في ثلاثة جلسات، وتركزت كل جلسة على تحليل واحدة أو اثنتان من تقنيات إعادة الصياغة المستخدمة من طرف QuillBot. في الاختبار الأولي والاختبار النهائي، طُلب من المشاركين إعادة صياغة النص باستخدام كلماتهم الخاصة. أظهر تحليل النتائج أن المجموعة التجريبية حققت أداءً أفضل من المجموعة الضابطة في الاختبار النهائي، خاصةً فيما يتعلق باستخدام المرادفات في إعادة الصياغة. إضافة إلى ذلك، استخدمت المجموعة التجريبية تقنيات الصياغة باستخدام الجمل المبنية للمجهول وإعادة ترتيب الكلمات والروابط وتغيير الفئات النحوية للكلمات بتكرارات أكبر من المجموعة الضابطة في إعادة صياغة النص، مما دعم التأثير الإيجابي لتحليل منتجات QuillBot على تعزيز قدرات الطلاب في إعادة الصياغة ($t_{32}=3.91, p\leq.05$). استنادا على النتائج المُتحصل عليها، تم اقتراح بعض التوصيات البيداغوجية واقتراحات لبحوث مستقبلية.

الكلمات المفتاحية: إعادة الصياغة، تقنيات إعادة صياغة، أدوات إعادة الصياغة عبر الإنترنت، QuillBot