



Learning How to Re-Mean: Developing Paraphrasing Materials from an SFL Perspective

Hendriwanto

Universitas Swadaya Gunung Djati, Indonesia

Ratna Andhika Mahaputri

Universitas Swadaya Gunung Djati, Indonesia

Yazid Basthomi

Universitas Negeri Malang, Indonesia

Niamika El Khoiri

Universitas Negeri Malang, Indonesia

Introduction

In higher education, academic writing is a core course that prepares students for academic success. One ever-increasingly important skill in academic writing is paraphrasing. This task challenges students to engage in re-working the source text without changing its original meaning (Shi et al., 2018; Soheim, 2017; Stander, 2020). A study by Shi et al. (2018) showed that students often struggle to paraphrase academic source texts due to a lack of linguistic resources and limited exposure to academic writing. As reported by Di Zhang (2020), poor academic writing competence can lead to an inadequate ability to paraphrase which may even end up with the student inadvertently committing plagiarism. For this reason, the teaching of paraphrasing skills in academic writing courses can be a catalyst for training writers as meaning makers, avoiding plagiarism, and building authorial identity (Cumming et al., 2018). In other words, in paraphrasing, students do not merely change the semantics and the lexico-grammatical choices of the source text but also use paraphrasing as a means to build their argumentative voice and hone their skills of interpretation and evaluation.

In the last ten years, there has been a growing body of literature addressing paraphrasing tasks (Di Zhang, 2020; Shi, 2018; Soheim, 2017; Mori, 2018; Mu, 2010; Walsh Marr, 2019). A recent study by Di Zhang (2020) showed that when students undertake paraphrasing tasks they develop a range of effective strategies which can be cognitive, metacognitive, or compensatory, and that linguistic knowledge and personal attributes also contributed to the paraphrasing process. Shi and Dong (2018) reported that, in 192 academic papers, graduate students favored direct borrowing from the source texts over paraphrasing, and more so in the case of Chinese than of English sources. To date, there have been limited studies examining the design and teaching of paraphrasing materials from a systemic functional linguistic (SFL)



perspective in Indonesian higher education. The purpose of this study is to capture the process of designing and utilizing paraphrasing materials in an academic writing course.

Literature Review

From the perspective of Systemic Functional Linguistics (SFL), paraphrasing can be defined as a complex and multilayered writing task that needs students to utilize interconnected subskills to recast the wording of the source text while retaining its original meaning (Hirvela & Du, 2013; Shi et al., 2018). A study by Walsh Marr (2019) indicated that paraphrasing activities could be deployed by manipulating a shift from one particular grammatical form to other forms, e.g., from process as verb to process as noun via nominalization. Another study by Moore et al (2018) showed that paraphrasing could be taught through marrying an SFL-informed task with a design-based approach in order to implement a task-based form of language teaching guided by a particular form of pedagogical instruction.

Yasuda (2017) proposed that the SFL writing approach can be applied to the process of “learning how to mean” (cf. Halliday 1975) in the form of “learning how to *re-mean*”, i.e., to rephrase more or less the same meanings in different wordings. In this study, the students were required to be aware of the “schemata” i.e., organized patterns of thought or behavior embodied in the target language, as well as issues of content, attitude, and cognitive and meta-cognitive strategies (Widodo & Pusporini, 2010). In SFL theory, re-expressing meaning through a shift of grammatical form is characterized as “grammatical metaphor” (Halliday, 2009). This notion can be adapted for use as a pedagogical tool informing the process of paraphrasing as a task in teaching academic writing (Walsh Marr, 2019).

In applying SFL in language teaching, a study by Yasuda (2017) put task-based language teaching (TBLT) into practice as a pedagogical task in teaching academic writing, combining the task as a pedagogic procedure with a framework informed by SFL as a theory of language and context. In this vein, an SFL-informed task aimed at identifying the characteristic linguistic features of a particular genre such as the academic article as a means of enabling writers to paraphrase the source text by experiencing how paraphrase was used in context. For instance, the students might draw on a wide range of lexicogrammatical resources to “re-mean” the academic source text.

Research Questions

1. How were paraphrasing materials designed using a SFL approach in a design-based research (DBR) process?
2. How did students undertake and respond to the paraphrasing task?

Methodology

Research Design

Linked to the design-based research (DBR) process proposed by Reeves (2006 - see Fig. 1), we employ a case study (Yin, 2009) consisting of four cycles in developing paraphrasing materials for an academic writing course (see figure 1). In this qualitative approach, the researchers jointly navigate the first cycle by analyzing several previous studies that address students’ problems in academic writing. Based on the results of the need analysis, in the second cycle materials are designed for teaching paraphrasing to higher education students. Once the materials have been designed, in the third cycle they are put to work in an academic writing class. Validations are conducted both before and after the materials are used in the classroom in order to provide an evaluation of the usefulness of paraphrasing methods in academic

writing. In the fourth cycle, the materials are reviewed by teaching experts to test the reliability of the materials, in a process of reflection aimed at coming up with usable design principles.

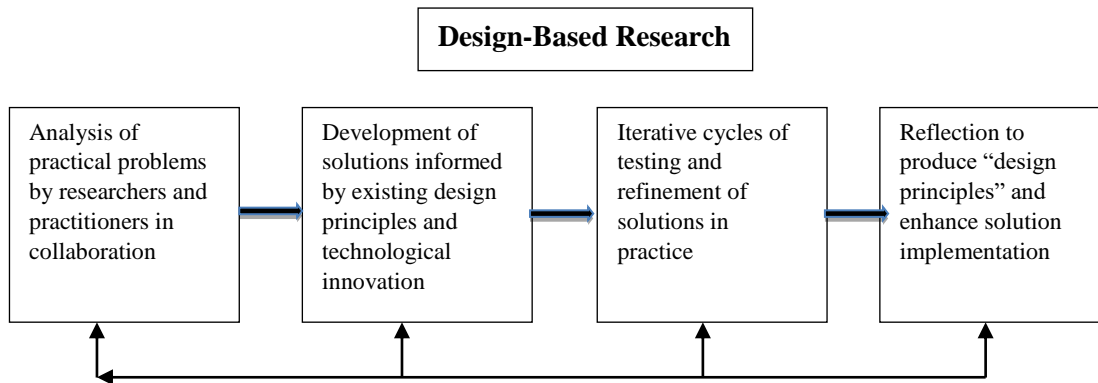


Figure 1. The DBR research cycle (Reeves, 2006).

Participants

Participants recruited for this study were students from the Department of English Education enrolled in an academic writing course over two semesters. They consisted of 20 males and 25 females with different levels of English language proficiency, and were recruited as volunteers with the option of withdrawing any time they wanted. They agreed to read and complete the consent form, and once they had signed this, they then engaged in different kinds of scaffolded tasks to implement the paraphrasing materials.

Data Collection and Analysis

Data were collected through the students' writing assignments which involved paraphrasing clauses. In addition, semi-structured interviews were used to probe students' perceptions and experiences. Each cycle of the DBR process was carried out iteratively in order to improve students' paraphrasing skills. Data were analyzed using the Walsh Marr (2019) framework to identify specific categories of paraphrasing, and the interviews were also analyzed using the Appraisal framework (Martin & White, 2005) to capture students' experiences and perceptions.

Findings

RQ 1: How were Paraphrasing Materials Designed Using a SFL Approach in a Design-based Research (DBR) Process?

In designing teaching materials, the researchers collaborated with university teachers of academic writing to carry out an analysis of students' needs. The results of the needs analysis from the questionnaire can be seen in Table 1.

TABLE 1
Questionnaire on Students' Problems in Paraphrasing

	Statements	Avg.	SD
1	I had difficulties when paraphrasing the academic source text. (I)	4.57	.786
2	I didn't find it easy to locate the appropriate vocabulary. (L)	4.34	.623
3	I needed to find an easy way to paraphrase the academic source text. (L)	4.03	.785
4	I needed to enrich my vocabulary before paraphrasing the text. (L)	3.78	.650
5	To avoid plagiarism, I rewrote the original text in my own words. (C)	3.23	.650
6	I needed paraphrasing materials that I could use as practical guidance. (I)	4.23	.741

Note. *The choice of numbers 5-1 represents a Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree.

*The questions are categorized as relating to: content (C), language (L), and interpersonal meaning (I).

This data showed that when students experience difficulties in the paraphrasing task (4.57 average, SD .786), they need a practical guide as to how to paraphrase academic texts. In the following cycles, the researchers worked together with academic colleagues to design materials which were categorized in terms of topic, language, task, text, content, and context, as shown in Table 2.

TABLE 2
Approach to Materials Design (Adapted from Widodo & Pusporini, 2010)

Component	Description	Example
Theme	Materials consist of several topics.	The topic consists of paraphrasing part of the background chapter, theoretical review, and discussion.
Language	Verb phrase (process), Noun phrase (Nominalization), Clauses, and Sentence patterns.	These grammatical choices are the main part of the language repertoire.
Task	A set of tasks that require students to reword the original academic source text.	Students were engaged in group work. They were asked to find out the meaning of the content.
Text	The texts are taken from scholarly articles in the field of language education	Journals used included <i>TESOL Journal</i> , <i>Asia TEFL</i> , and <i>Journal of Education for Teaching</i> .
Content	Content relating to the students' needs and their preparation for writing an undergraduate thesis paper.	Paraphrasing the introduction of an academic article.
Context	These materials provide a set of guidelines for student teachers in initial teacher education.	Department of English Education

In the materials prototype (*see Appendix*), students were engaged in building knowledge about doing paraphrases. This task aimed to help students' draw on their previous knowledge in relation to paraphrasing: in other words, this task could be a means of activating students' schemata in recalling their paraphrasing experiences. For instance, students were able to use academic source texts as the basis of their paraphrasing tasks.

The prototype materials also served as potential input for students who had different backgrounds and language levels but were all able to incorporate their background knowledge into their paraphrasing practice. For this reason, these tasks guided students to connect what they had previously learned with what they needed to successfully learn how to paraphrase.

To design instructions for scaffolding the paraphrasing process, the teaching materials explained the process of paraphrasing an academic text as follows.

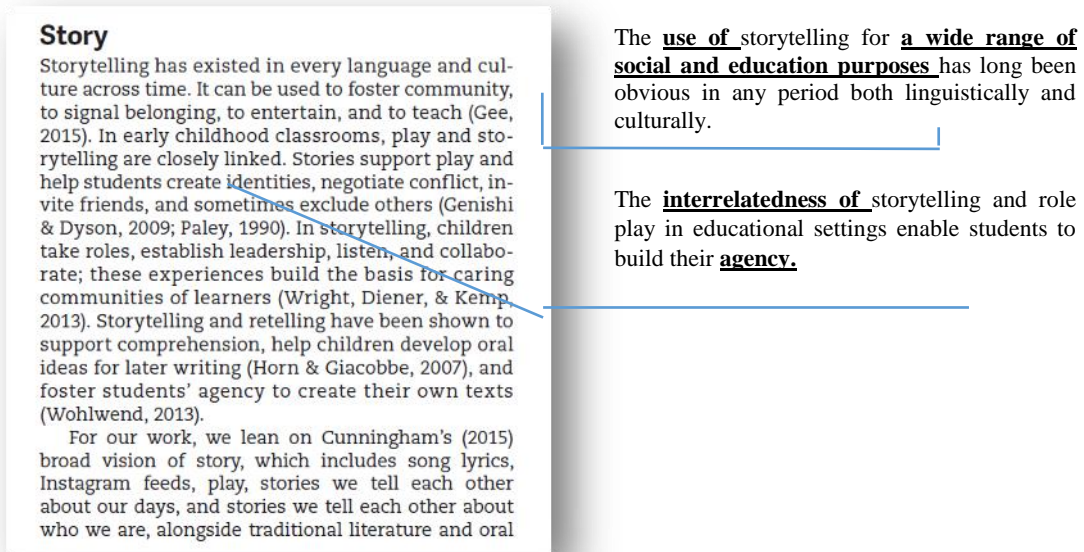


Figure 1. (taken from Fantozzi, V. B., Johnson, C., & Scherfen, A. (2018). One Classroom, One iPad, Many Stories. *Reading Teacher*, 71(6), 681-689)

In this cycle, the teaching materials were designed using an SFL framework. The result showed that SFL-based materials informed the process of meaning-making choices. For example, the following sentence in the left-hand column can be identified as the more congruent expression as well as featuring more detail:

- The clause "*It can be used*" was paraphrased into nominal group *the use of*.
- The to-infinitive in line 2 "*to foster community, to signal belonging, to entertain, and to teach*" was paraphrased as the prepositional phrase *a wide range of social and educational purposes*.

From the lexico-grammatical changes seen above, materials provided guidance in how to shift from verb *can be used* to noun *the use*. The scaffolding in the prototype materials gave students practical step by step guidance in undertaking the paraphrase. In the final cycles, students were given a test involving a paraphrasing task to evaluate the development of their understanding in that task. After getting feedback from university colleagues, the researchers redesigned the paraphrasing teaching materials to ensure they were properly geared for students in an academic writing course.

RQ 2: How Did the Students Undertake and Respond to the Paraphrasing Task?

After the paraphrasing materials were designed, the materials were put to use in an academic writing class. This class employed a wide range of activities to tailor the materials to the students' needs, and bring about improvements in their ability to write academic texts. Some examples of the students' work could be seen in Table 3.

TABLE 3
The Example of Students' Paraphrasing Works
Raiza

Original text	Before paraphrasing	Student's final draft
"From a corporate perspective, Sing and Reed (2001: 1) in Sahin (2010) describe blended learning as being a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery."	Blended learning is an approach to education by combining two learning methods at the same time to create a new teaching methodology that aims to optimize learning.	Echoed corporate perspective, researchers contended blended learning can be defined as an objective, optimized, and outcome program of learning (Sahin, 2010; Sing & Red, 2001).
Fauzan		
Original text	Before Paraphrasing	Student's final draft
"Providing rich input in English is essential for promoting English proficiency. Extensive reading (ER) is an excellent way to provide target language input, especially in foreign language settings where the target language input is very limited." (Jeon, E.-Y., & Day, R. R, 2016)	By learning through Extensive Reading, it can be easier to accept the meaning of the target language that's difficult to understand.	In extensive reading activity, students may gain the benefit input meaning.

The data shows that students experienced the change in the rhetorical process of paraphrasing. In their first draft, students ignored the role of lexico-grammatical and rhetorical resources such as grammatical metaphor and lexical choice, but after they had understood from the teaching materials the role of these two resources, they were able to revise their paraphrases.

The reflection data showed that the students interpreted paraphrasing as a meaning-making process. Having been exposed to materials designed within the framework of SFL theory, they applied the principles of that theory in their paraphrasing practice. When participants were asked the question "in your opinion, what experience did you have after learning from these materials about paraphrasing academic texts?", they commented that:

After using materials about paraphrasing academic texts, I learned a lot of useful skills such as how to paraphrase a sentence or how to make a good paraphrase, very useful e-books and many more. I can understand that I need to develop my own agency as a writer. I came to see that writing is more about making meanings rather than expressing our ideas. (Student's reflection, May 2, 2020)

From an appraisal perspective, the student's voice revealed a positive expression of their feeling in the use of materials. One participant, Arlyn, commented: *in my opinion, learning paraphrasing can train my critical thinking because I have to change a sentence into a new sentence that is shorter but still precise.*

This cycle of reflection provided wide evidence of students' attitudes and perceptions. Learning how to master the task of paraphrasing needed to be rethought in terms of instruction in making meanings. The following reflection depicted the intended meaning of the task using concepts from the SFL framework:

I used linguistic strategies in rewriting the source texts. In this way, I believe that I can avoid plagiarism. In my opinion, plagiarism is more than theft, so that's why I need to gain awareness of the different resources of language, such as the ideational and textual strategies used in rewriting a source text. (Student's reflection, April 14, 2020)

In this cycle, the researchers and their academic colleagues found improvements in the students' paraphrasing quality, perceptions, and engagement. Students were able to perceive that paraphrasing was a complex task of making meaning. Therefore, they saw that approaching paraphrasing as a meaning-making process enabled them to avoid plagiarism in writing their own academic texts.

Discussion and Conclusion

In coming up with an answer to the first research question, the researchers used SFL theory to inform the DBR process with its four cycles of practical problem analysis, solution development, iteration, and reflection to produce design principles. The DBR process was aimed at designing paraphrasing materials, and enhancing students' awareness of how to make the relevant textual and lexical choices.

In coming up with an answer to the second research question, the researchers observed students engaging in writing paraphrases, rewording the source text using different lexical choices without changing the original meaning of the text. Students' reflections as revealed in the interviews showed that paraphrasing teaching materials could be implemented in academic writing courses to promote "learning how to re-mean". In line with Walsh Marr's (2019) study, this results confirmed what SFL theory could provide for enhancing students' learning, and showed that materials incorporating an overview of SFL theory can enable students as writers to enhance their language awareness in language practice.

These findings highlight that an SFL-informed meaning-making process enables students to rewrite academic source texts in ways that were more rhetorically effective and more coherently structured. The research findings provided a practical contribution for practitioners in teaching language from the viewpoint of knowledge resources, particularly in paraphrasing skills. However, the limitations of this study lay in its restricted context, with only a small number of participants. Further investigation is needed to examining students' experience of learning to paraphrase in academic writing courses.

Acknowledgements

This research was funded by the Ministry of Research, Technology and Higher Education (Ristekdikti), the Republic of Indonesia 2019-2020 Grant No: 2881 IL4/PP/2019. The authors would like to thank the Ministry of Research, Technology and Higher Education (Ristekdikti) for their support.

The Authors

Hendriwanto is an English lecturer in the English Education Department, Faculty of Education and Science, Universitas Swadaya Gunung Djati, Indonesia. His interests include English for academic purposes, materials development, and Systemic Functional Linguistics.

English Education Department
Universitas Swadaya Gunung Djati
Jl. Pemuda No 32 Cirebon, Jawa Barat, Indonesia, 45132
Tel: +6285743727610
Email: hendriwanto46@gmail.com

Ratna Andhika is an English lecturer in the English Education Department, Faculty of Education and Science, Universitas Swadaya Gunung Djati, Indonesia. Her research interests include intercultural education, academic discourse, and early literacy.

English Education Department
Universitas Swadaya Gunung Djati
Jl. Pemuda No 32 Cirebon, Jawa Barat, Indonesia, 45132
Tel: +6281802368674
Email: ratna10mahaputri@gmail.com

Yazid Basthomi is a professor of applied linguistics at the Department of English, Faculty of Letters, Universitas Negeri Malang. His expertise includes applied linguistics, discourse analysis, and narrative studies.

Department of English
Universitas Negeri Malang
Tel: +62812311682788
Email :ybasthomi@um.ac.id

Niamika El Khoiri is an English lecturer at the Department of English, Faculty of Letters, Universitas Negeri Malang. Her expertise includes discourse analysis, literature, and academic writing instruction.

Department of English
Universitas Negeri Malang
Tel:+628113648916
Email : niamika.el.fs@um.ac.id

References

- Cumming, A., Yang, L., Qiu, C., Zhang, L., Ji, X., Wang, J., Wang, Y., Zhan, J., Zhang, F., Xu, C., Cao, R., Yu, L., Chu, M., Liu, M., Cao, M., & Lai, C. (2018). Students' practices and abilities for writing from sources in English at universities in China. *Journal of Second Language Writing*, 39(1), 1-15. <https://doi.org/10.1016/j.jslw.2017.11.001>
- Di Zhang, E. (2020). An investigation of novice ESL writers' cognitive processes and strategy use of paraphrasing. *Language Testing in Asia*, 10(1). <https://doi.org/10.1186/s40468-020-00104-3>
- Fantozzi, V. B., Johnson, C., & Scherfen, A. (2018). One classroom, one iPad, many Stories. *Reading Teacher*, 71(6), 681-689. <https://doi.org/10.1002/trtr.1651>
- Halliday, M. A. K. (1975). *Learning how to mean: Explorations in the development of language*. Edward Arnold.
- Halliday, M. A. K. (2009). *The essential Halliday*. Bloomsbury Publishing.
- Hirvela, A., & Du, Q. (2013). "Why am I paraphrasing?": Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12(2), 87-98. <https://doi.org/10.1016/j.jeap.2012.11.005>
- Jeon, E.-Y., & Day, R. R. (2016). The effectiveness of ER on reading proficiency: A meta-analysis. *Reading in a Foreign Language*, 28(2), 246-265. <https://doi.org/10.1017/SOI42716411000932>
- Martin, J., & White P. (2005). *The language of evaluation: Appraisal in English*. Palgrave Macmillan.
- Moore, J., Schleppegrell, M., & Palincsar, A. S. (2018). Discovering disciplinary linguistic knowledge with English learners and their teachers: Applying systemic functional linguistics concepts through design-based research. *TESOL Quarterly*, 52(4), 1022-1049. <https://doi.org/10.1002/tesq.472>
- Mori, M. (2018). Our speech is filled with others' words: Understanding university student and instructor opinions towards paraphrasing through a Bakhtinian lens. *Ampersand*, 5, 45-54. <https://doi.org/10.1016/j.amper.2018.11.002>
- Mu, C. (2010). "I only cited some of his words": The dilemma of EFL students and their perceptions of plagiarism in academic writing. *The Journal of Asia TEFL*, 7(4), 103-130.
- Reeves, T. (2006). Design research from a technology perspective. In J, Van den Akker, K, Gravemeijer, S, McKenney, & N. Nieveen (Eds.). *Educational design research* (pp. 64-78). Routledge. <https://doi.org/10.4324/9780203088364>
- Sahin, M. (2010). Blended learning in vocational education: An experimental study. *International Journal of Vocational and Technical Education*, 2, 95-101.

- Shi, L. (2018). Reading and writing connections in source-based writing. In J. I. Lontos (Ed) *The TESOL encyclopedia of English language teaching* (pp. 1-6). Wiley. <https://doi.org/10.1002/9781118784235.eelt0550>
- Shi, L., & Dong, Y. (2018). Chinese graduate students paraphrasing in English and Chinese contexts. *Journal of English for Academic Purposes*, 34, 46-56. <https://doi.org/10.1016/j.jeap.2018.03.002>
- Shi, L., Fazel, I., & Kowkabi, N. (2018). Paraphrasing to knowledge in advanced graduate student writing. *English for Specific Purposes*, 51, 31-44. <https://doi.org/10.1016/j.esp.2018.03.001>
- Stander, M. (2020). Strategies to help university students avoid plagiarism: A focus on translation as an intervention strategy. *Journal of Further and Higher Education*, 44(2), 156-169. <https://doi.org/10.1080/0309877X.2018.1526260>
- Soheim, Y. (2017). *Assessing ESL students' paraphrasing and note-taking*. In S. Hidri & C. Coombe (Eds) *Evaluation in foreign language education in the Middle East and North Africa. Second Language Learning and Teaching* (pp. 169-183). Springer. https://doi.org/10.1007/978-3-319-43234-2_10
- Walsh Marr, J. (2019). Making the mechanics of paraphrasing more explicit through grammatical metaphor. *Journal of English for Academic Purposes*, 42. <https://doi.org/10.1016/j.jeap.2019.100783>
- Widodo, H. P., & Pusporini, R. (2010). Materials design: English for specific purposes (ESP). In H. P. Widodo & L. Savova (Eds.), *The Lincom guide to materials design in ELT* (pp. 147-160). Lincom Europa.
- Yasuda, S. (2017). Toward a framework for linking linguistic knowledge and writing expertise: Interplay between SFL-based genre pedagogy and task-based language teaching. *TESOL Quarterly*, 51(3), 576-606. <https://doi.org/10.1002/tesq.383>
- Yin, R. K. (2009). *Case study research: Design and methods*. Sage.

(Received October 29, 2021; Revised February 24, 2022; Accepted March 18, 2022)

Appendix A

UNIT 3 PARAPHRASING ACADEMIC SOURCE TEXTS

INSTRUCTIONAL GOALS

“In this task, students will carry out a process of “re-meaning” the academic source text, by recognizing the key lexico-grammatical resources of the source text and the relevant resources of academic discourse. Students will be able to make use of an online corpus as an aid in paraphrasing the source text.”

PERSONAL EXPERIENCE ELICITATION TASKS

Task 1: Input-based activity

Discuss the following questions with your peers and share your personal experience of academic writing courses.

Activating students’ schemata

1. Did you know about paraphrasing academic texts?
2. If so, how did you go about paraphrasing academic texts?
3. Why do we need to paraphrase academic texts?
4. What are the most important things to do in paraphrasing?

Task 2: Lexical input with academic word list

How many of the following academic words are you familiar with? Draw lines from the definitions in the center column to the righthand column as in the example. Then compare your answers with a partner.

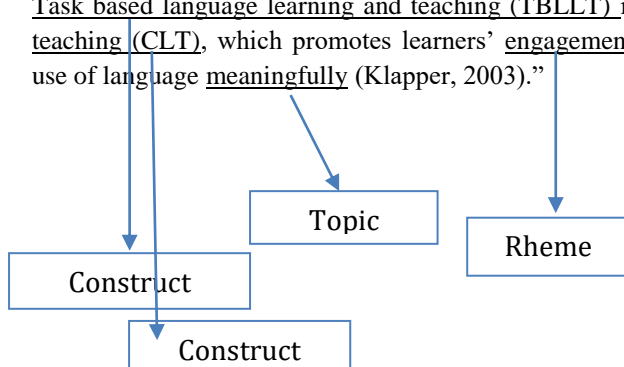
1. Task	: A type of work that needs to be done in learning	Importance
2. Research	: A serious study of a scientific field	study
3. Offshoot	: Something such as an organization which has developed from a larger one	activity
4. Engagement	: Being involved with someone or something in order to understand them	branch
5. Meaning	: The thing or idea that a word or a sign represents	involvement

Task 3: Visual and Textual Scaffolding task

The tutor will explain the example below of paraphrasing clauses. Read and work with a partner to discuss the materials.

Original Sentence

“Tasks in second and foreign language learning and teaching have been much discussed and re-searched. Task based language learning and teaching (TBLLT) is seen as an offshoot of communicative language teaching (CLT), which promotes learners’ engagement in real communication, in which learners make use of language meaningfully (Klapper, 2003).”



Taken from Widodo, 2012
Electronic Journal of Foreign Language Teaching



Deconstruction

Congruent Expression

“Many researchers have discussed the importance of tasks in language learning. The concept of task-based language teaching is a development of the theory of communicative language teaching (CLT). This concept enables educators to facilitate language learners in using language for meaningful communication in real contexts.”



Paraphrased clause

Task-based language learning and teaching (TBLLT) can be defined as the development of CLT theory where authenticity and meaning are the primary goal of learning.



TEXT EXPLOITATION TASKS

Task 4

Navigate the following journal article from Asia TEFL, Reading Teacher, or other resources, and then answer the following questions.

1. What is the topic of the article?
 2. What are the relationships between the Participants?
 3. What are the important ideas of each clause?
 4. How is the writer conveying these ideas?
 5. What reaction do you have to this article?"
- Adapted from Walsh Marr (2019)

1. Identify the following features of the text

Features of the Text	Clauses
Content	
Interpersonal meaning	
Textual meaning	



TEXT CONSTRUCTION TASK

Instruction for the paraphrasing task

Paraphrase the following clauses of an academic text based on the explanation above.

“Given the complexity of the Chinese writing system, CSL/CFL imposes enormous challenges on beginning learners with an alphabetic first language (Allen, 2008; Chen et al., 2013; Ye, 2013).”

 **LANGUAGE ENRICHMENT TASKS**

Task 9

Note the words from online resources

1. www.english-corpora.org/coca/
2. <http://www.macmillandictionary.com>

Words	Word Classes	Meaning	Use in Context

 **REFLECTIVE TASK**

Task 10

In this task, write about your reflective learning experience after performing the paraphrasing task.

No	Statements	Narrative
1	I have learned from each task in this unit
2	I need to improve
3	I have not understood yet about