



**An-Najah National University
Faculty of Graduate Studies**

**EFL STUDENTS' PERCEPTIONS
TOWARDS USING PARAPHRASING
TOOLS IN WRITING COURSES AT
AN-NAJAH NATIONAL UNIVERSITY**

**By
Riham Fawzi Abed-Alrahman Abu Diak**

**Supervisor
Dr. Tahani Rifat Bsharat**

**This Thesis is submitted in Partial Fulfillment of the Requirements for the
Master's Degree of Methods of Teaching English Language, Faculty of Graduate
Studies, An-Najah National University, Nablus, Palestine.**

2025

EFL STUDENTS' PERCEPTIONS TOWARDS USING PARAPHRASING TOOLS IN WRITING COURSES AT AN-NAJAH NATIONAL UNIVERSITY

**By
Riham Fawzi Abed-Alrahman Abu Diak**

This thesis was defended successfully on 02/09/2025 and approved by:

Dr. Tahani Rifat Bsharat
Supervisor


Signature

Dr. Rasha Atallah
External Examiner


Signature

Dr. Walid Salama
Internal Examiner


Signature

Dedication

I dedicate this thesis with gratitude to:

Allah, the Almighty, for granting me the strength, determination, health, and patience to complete this thesis.

My lovely parents, for their endless love, care, and unwavering support... Dad and Mum, the only two persons, who showed me the bright side of life, encouraged me to dream, and granted me the strength to make my aspirations come true.

The greatest men ever, my dearest brothers, who always hearten me to go forward courageously.

My outstanding friends for their special support and encouragement.

My wounded homeland for lessons of freedom, courage, and honor.

Every Palestinian who still believes in the power and value of education, even in the most difficult circumstances.

My supervisor, “Dr. Tahani Bsharat”, who believed in me, supported me, and stood by me during both highs and lows along this journey.

Myself, appreciating the obstacles and hardships I faced.

Finally, anyone who reads and appreciates this humble work.

Acknowledgment

In the Name of Allah, the Most Gracious, the Most Merciful

I would like to express my sincere appreciation and deepest gratitude to Dr. Tahani Bsharat, my supervisor and guide throughout this journey, whose efforts helped shape this study to what it is today, for her priceless time, endless motivation, continuous support, and insightful feedback.

I extend my appreciation to Prof. Khalid Dweikat for his guidance, continuous help, and collaboration.

I also extend my sincere thanks to my instructors who have contributed significantly to enriching my knowledge and guided me at every stage of my academic journey.

I extend my sincere gratitude to the participants who participated in this study, assisting me in collecting data and making significant contributions to its completion, as their collaboration forms the core of this study.

I am grateful to all the researchers in this field of study for their prior research, which has been a beneficial resource for researchers.

Lastly, I am thankful to An-Najah National University and the Faculty of Graduate Studies for allowing me to pursue my studies and fulfill my ambitions.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

EFL STUDENTS' PERCEPTIONS TOWARDS USING PARAPHRASING TOOLS IN WRITING COURSES AT AN-NAJAH NATIONAL UNIVERSITY

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:

Riham Fawzi Abed-Alrahman Abu Diak

Signature:

Riham

Date:

02/09/2025

Table of Contents

Dedication.....	iii
Acknowledgment.....	iv
Declaration.....	v
Table of Contents.....	vi
List of Tables.....	ix
List of Figures.....	x
List of Appendices.....	xi
Abstract.....	xii
Chapter One: Introduction and Theoretical background.....	1
1.1 Introduction.....	1
1.1.1 English Language Skills.....	2
1.2 Statement of the Problem.....	6
1.3 Study Objectives.....	7
1.4 Questions of the Study.....	7
1.5 Hypotheses of the Study.....	8
1.6 Significance of the Study.....	8
1.7 Terms Definitions.....	9
1.8 Operational Definitions.....	10
1.9 Theoretical Framework.....	11
1.10 Literature Review.....	14
1.10.1 Introduction.....	14
1.10.2 Paraphrasing Tools.....	14
1.10.3 AI and English language learning.....	18
1.10.4 Human vs. Machine Content.....	22
1.10.5 Types of Paraphrasing Tools.....	24
1.10.6 Proper practices while paraphrasing process.....	29
1.10.7 Students Viewpoints towards Using Paraphrasing Tools.....	31
1.11 Comments on the previous literature review.....	34
1.12 Summary.....	36
Chapter Two: Methodology and Procedures of the Study.....	38
2.1 Introduction.....	38
2.2 Study Design.....	38
2.3 Variables of the Study.....	39

2.4 Study Population and Sample	39
2.5 Instruments of the Study	40
2.6 Instruments Validity.....	41
2.7 Reliability of the Questionnaire	42
2.8 The Study Procedures	42
2.9 Statistical Procedures	44
2.10 Data Analysis	45
2.11 Summary	45
Chapter Three: Results.....	46
3.1 Introduction.....	46
3.2 Results of the Quantitative Data	46
3.2.1 Results Related to the Main Study Question	46
3.2.2 Results related to the First Study Sub-Question	47
3.2.3 Results Related to the Second Study Sub-Question	48
3.2.4 Results Related to the Third Study Sub-Question	50
3.2.5 Results Related to the Fourth Study Sub-Question	51
3.3 Results related to the Study Hypotheses.....	53
3.3.1 Results Related to the First Study Hypothesis.....	53
3.3.2 Results Related to the Second Study Hypothesis	54
3.3.3 Results Related to the Third Study Hypothesis	55
3.4 Results of the Qualitative Data	55
3.4.1 Results Related to the First Study Sub-Question.....	56
3.4.2 Results Related to the Second Study Sub-Question	57
3.4.3 Results Related to the Third Study Sub-Question	61
3.4.4 Results Related to the Fourth Study Sub-Question	65
3.5 Summary	66
Chapter Four: Discussion, Conclusion, and Recommendations.....	67
4.1 Introduction.....	67
4.2 Discussion of the Research Questions	67
4.2.1 Discussion of Results of the Main Research Question	67
4.2.2 Discussion of Results of the First Study Sub- Question	68
4.2.3 Discussion of Results of the Second Study Sub- Question	70
4.2.4 Discussion of Results of the Third Study Sub- Question	71
4.2.5 Discussion of Results of the Fourth Study Sub- Question.....	72

4.3 Discussion of The Research Hypothesis.....	73
4.3.1 Discussion of the results of the First Research Hypothesis	73
4.3.2 Discussion of the Results of the Second Hypothesis	75
4.3.3 Discussion of the Results of the Third Hypotheses	75
4.4 Discussion of The Results of The Interview.....	76
4.4.1 Discussion of the Results of the First Question.....	76
4.4.2 Discussion of the Results of the Second Question	77
4.4.3 Discussion of the Results of the Third Question	77
4.4.4 Discussion of the Results of the Fourth Question.....	78
4.4.5 Discussion of the Results of the Fifth Question	78
4.4.6 Discussion of the Results of the Sixth Question.....	79
4.5 Conclusion	80
4.6 The Study Limits	81
4.7 The Study Limitations	82
4.8 Recommendations.....	83
List of Abbreviations	85
References.....	86
Appendices.....	96
المخلص.....	ب.

List of Tables

Table (1): The distribution of the sample according to study independent variables.....	40
Table (2): Cronbach Alpha test for the EFL students' study tool	42
Table (3): Scale for representing the estimation level of EFL students' responses.....	45
Table (4): Means, Standard Deviations, and estimated level of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University in descending order	46
Table (5): Means, Standard Deviations, and estimated level of the EFL students' perceptions of using paraphrasing tools in descending order	47
Table (6): Means, Standard Deviations, and estimated level of the advantages of employing paraphrasing tools in learning writing in descending order.....	49
Table (7): Means, Standard Deviations, and estimated level of the disadvantages of employing paraphrasing tools in learning writing in descending order.....	50
Table (8): Means, Standard Deviations, and estimated level of the role of paraphrasing tools in shaping creative writing Future in descending order	52
Table (9): Independent two-sample t-test result of the EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to gender.....	53
Table (10): Frequencies, Means, and Standards Deviations of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level for the total degree.....	54
Table (11): Results of One-Way ANOVA of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level.....	103
Table (12): Independent two-sample t-test result of the EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to faculty	104

List of Figures

Figure (1): Main theme1 (Benefits of Using Paraphrasing Tools) and its sub-themes ..	61
Figure (2): Main theme 2 (Concerns about Using Paraphrasing Tools) and its sub-themes	64

List of Appendices

Appendix (A): The Questionnaire	96
Appendix (B): The Interview Questions.....	100
Appendix (C): List of Arbitrators	101
Appendix (D): Permission from An-Najah National University to facilitate conducting the study	102
Appendix (E): Tables.....	103

EFL STUDENTS' PERCEPTIONS TOWARDS USING PARAPHRASING TOOLS IN WRITING COURSES AT AN-NAJAH NATIONAL UNIVERSITY

By

Riham Fawzi Abed-Alrahman Abu Diak

Supervisor

Dr. Tahani Rifat Bsharat

Abstract

Education is affected significantly by technological advancements. Students may be prone to plagiarism due to the widespread use of technology. Paraphrasing tools assist in rewriting texts using technology. The current study sought to investigate the perspectives of EFL Students towards employing paraphrasing tools in writing courses at An-Najah National University. To accomplish this, the study employed a mixed-methods approach (quantitative and qualitative). The quantitative approach involved a 50-item questionnaire divided into four domains. A random sampling of 240 English department students at An-Najah National University filled out the questionnaire during the second semester of the academic year (2024-2025). For the qualitative approach of the study, the researcher conducted interviews with 17 male and female English Language and TEFL majors at An-Najah National University. These interviews involved six open-ended questions to gain thorough responses. The study results showed an overall positive influence of using paraphrasing tools on improving EFL students' writing skills. Regarding the study's independent variables, it was found that gender played a statistically significant role in the perceptions of EFL learners at An-Najah National University towards using paraphrasing tools in writing courses, in favor of male learners in the second and fourth domains. The first and third domains, however, showed no statistically significant differences. However, there were no significant differences in the students' perceptions due to students' academic level and faculty. The researcher recommended employing paraphrasing tools to develop students' writing skills and presented some recommendations to EFL instructors, paraphrasing tools developers, researchers, and curriculum designers.

Keywords: Paraphrasing Tools, Academic Integrity, Writing Courses, Text Cohesion and Coherence.

Chapter One

Introduction and Theoretical background

The first chapter of the current study includes the following sub-parts, respectively: an introduction, the statement of the problem, the study objectives, questions of the study, hypotheses of the study, the significance of the study, the term definitions, and the operational definitions.

1.1 Introduction

The world is undergoing a transformative informational revolution, and English stands at the heart of it as the language of innovation and technology. Mastery of English has become indispensable, not only for students but for individuals across all walks of life. As a global communication tool, it bridges the gap between people from diverse fields, enabling seamless interaction and collaboration. Professionals such as doctors, engineers, entrepreneurs, and scholars must possess a strong command of English to articulate their ideas effectively and excel in their respective domains. Indeed, English is the key to unlocking success in today's interconnected world.

Language learning as a communication process is regarded as an educational effort involving communicators, messages, media, message recipients, and feedback. Generally, learning and mastering English language skills are very vital, especially in the field of academic writing. To advance the effectiveness of language learning, universities, colleges, and institutions strive hard to offer educational frameworks and resources either online or in other forms, like books and journals, for students to enrich their outputs and practices (Cao & Wei, 2019).

Gestures, symbols, and sounds are frequently used to convey complicated information, ideas, and concepts through language usage. Additionally, language proficiency not only facilitates communication but also equips people with the ability to confidently navigate across different countries (Cajamarca Tipantuña, 2024). English, like all other languages, has evolved through continuous communication between people from various countries, becoming the independent universal language across the globe. English, spoken by over 400 million individuals worldwide, is recognized as the global language, serving as a communication tool between individuals from diverse countries who do not share a

common mother tongue (Soomro, Tumrani, Bango, & Maitlo, 2023). Hence, the mastery of English language is regarded as a prerequisite for success. Priority is given to individuals who master the language in most countries. So, mastering a global language like English is necessary. It has led to English playing a significant role in every curriculum plan worldwide, attracting a large number of individuals with ambitious goals to achieve fluency in this universal language (Nishanthi, 2020).

For individuals aiming for a prosperous future marked by success in professional, personal, and academic environments, proficiency in the English language is crucial, as it enables the pursuit of academic goals, the establishment of global partnerships, and the creation of a bright future in the workplace internationally (Sari, 2023). Furthermore, Edmett, Ichaporia, Crompton, & Crichton, (2023) emphasized the transformative effect of learning English, indicating that it enables people to access a wealth of information and knowledge. However, alongside intellectual development, English competency provides more employment opportunities for people who want to attain better jobs in the worldwide labor market. Accordingly, as the necessity for English mastery increases, teachers and researchers are continuously looking for innovative techniques to boost the acquisition of language and develop overall skills advancement (Nishanthi, 2018).

1.1.1 English Language Skills

Karmakar & Tajhizi (2022) asserted that attaining complete competence in the four fundamental skills of the English language, which are categorized into productive skills (writing and speaking) and receptive ones (reading and listening), is necessary to achieve high English Language proficiency. For effective English language communication in various contexts, grasping both productive and receptive language skills is essential. Productive skills focus on generating grammatically precise, appropriately contextualized, and coherently well-organized language, all of which are applied through writing and speaking. Conversely, the ability to understand and interpret information effectively requires receptive skills such as listening and reading.

Additionally, Karmakar & Tajhizi (2022) stated that listening skillfulness is the ability to absorb, understand, and make sense of the spoken language successfully. It encompasses active participation in verbal messages across diverse settings such as presentations, broadcasts, conferences, and conversations. However, listening to a general

understanding, gathering specific information, identifying details, and assessing the speaker's attitude are all considered sub-skills. However, reading skill involves comprehending written texts and analyzing them. It encompasses interpreting written symbols like sentences, letters, and words, and consequently figuring out the meaning they stand for. Spratt, Pulverness, & Williams (2011) introduced that reading is the process of interaction with written material rather than creating it. Reading encompasses a range of skills, including skimming and scanning, inferring meaning from the context, searching for specific information, speculating, understanding the text's structure, drawing conclusions, and comprehending the entire text.

The capacity to efficiently transform thoughts, information, and concepts into written texts is referred to as a writing skill. It requires creating logical, coherent, and well-structured text that is appropriate for certain purposes and audiences (Zhao, 2023). To get an accurate piece of writing, the writer should pay attention to writing sub-skills. As noted by Spratt, Pulverness, & Williams (2011), writing sub-skills are significantly related to accuracy in the utilization of language and efficient communication via written texts, which are regarded as successful instruments for expressing ideas. Likewise, the ability to successfully transform one's ideas, information, and thoughts through a written communication channel is referred to as writing. It addresses numerous skills, such as coherence, organization, sentence structure, vocabulary, and grammar. These skills enable students to communicate effectively and make persuasive arguments, demonstrating their understanding of the material, which is crucial in academic settings. Therefore, writing skills are considered essential and a fundamental component of academic success; they are highly prioritized and assessed by both students and lecturers (Marzuki, Rusdin, Darwin, & Indrawati, 2023).

Undoubtedly, university students encounter certain challenges in writing their essays, reports, research, and academic projects because the English language is considered a second language for them. However, this issue is facilitated by paraphrasing tools. Researchers are expected to write various papers, which typically demand reviewing external resources like journal articles, theses, books, and other comparable articles to support their ideas and findings. For instance, learners must adhere to research ethics, such as acknowledging the original authors of the works they are based on in their writings. It is achieved by writing down proper citations and references. However, this

process can be achieved through fully mastering the basic concepts of summarizing and paraphrasing. In the paraphrasing case, the writer rewrites the whole paragraph by using different words and phrases but keeping the original meaning (Davis, 2013).

Recently, artificial intelligence has gained popularity and a great deal of attention due to its great potential to alter the process of learning. The abbreviation “AI” has become a key theme in the area of teaching and learning since it allows individualized learning, dynamic evaluations, and meaningful communication across a variety of learning environments, including blended learning settings, online, or mobile. Hence, it is considered a key to success if it is correctly employed (Zhang & Aslan, 2021). A lot of research has been carried out to examine the effectiveness of AI-powered tools in the area of learning and teaching English, namely ChatGPT, which has drawn much interest recently (Han et al., 2023; (Alhalangy & AbdAlgane, 2023; Alharbi, 2023; Alsadoon, 2021). In addition to technological advancements and instructors’ supervision, understanding the perspectives of learners and their observations about employing artificial intelligence tools is necessary for the successful incorporation of these tools in language learning. However, the attitudes, experiences, and worries about integrating these technological tools into the educational process are still little known.

The current era testifies to the rapid growth of artificial intelligence-based technology, enabling students to improve their writing skills continually. Recently, AI programs have gained popularity in English language skills training, specifically in writing courses (Ginting & Fithriani, 2022). Therefore, AI-based technology can highly aid students in writing their assignments. Accordingly, numerous learning and teaching experiences can be developed for both students and their teachers in guidance, evaluation, and introducing good content and excellent feedback through technological advancements (Suryani & Fithriani, 2024). AI programs are easily accessible, and some of them are free and effective to aid students in their academic work. QuillBot is one of the most widely used and feasible paraphrasing tools that students can employ to paraphrase their essays (Xuyen, 2023). In the process of writing, the paraphrasing strategy is a good tool that empowers students to build powerful sentences. Students who employ this method are anticipated to develop and rearrange their thoughts logically and precisely, ensuring that their language usage does not impact the meaning of the source text (Nuraeni, Febriani, & Rustandi, 2025).

Recently, due to their availability among learners, the utilization of AI-based technological tools has increased rapidly. Different studies have explored that incorporating AI tools into the educational system, specifically English language learning, has a positive impact on learners' motivation, involvement, and academic achievements. Furthermore, some paraphrasing tools, particularly "QuillBot" have considerably proved their effectiveness in the process of rephrasing. QuillBot is highly advantageous in offering suggestions about grammar, sentence structure, punctuation, sentence order, thoughts arrangement, and providing immediate feedback and corrections; consequently, improving the written text quality (Farhi, et al., 2023; Xuyen, 2023). Accordingly, paraphrasing tools make a significant contribution to developing English learners' reading, speaking, writing, and listening skills (Adilbayeva, Mussanova, Mombekova, & Suttibayev, 2022; Ma, 2021). Nevertheless, some scholars voiced their worries about the adverse effects of paraphrasing instruments on EFL learners' capacities, which result from learners' overreliance on these tools, leading to a lack of critical thinking skills and human communication as well (Huang, Zou, Cheng, Chen, & Xie, 2023).

Academic writing greatly depends on good paraphrasing skills to prove writers can convey the main ideas of what they have read, comprehend the essence of the text, grasp the key concepts, and support their arguments with properly cited evidence (Shi, 2012). Writing, or let say, paraphrasing specifically, is not an easy mission; it takes much effort and requires high accuracy (Al Hassan & Ahmed, 2019). Na & Nhat Chi Mai (2017) indicated that the paraphrasing process is fundamental in academic writing. It demands proficient writing and reading abilities as well as higher order thinking to avoid plagiarism. One of the main factors that may encourage using paraphrasing techniques is the constraints on reformulating the content of the meaning and rearranging the sentence structure (Basori, 2017).

Learners often find the paraphrasing process challenging because they find it easy to copy and paste the original text (Syahnaz & Fithriani, 2023). This is what Shi (2012) discussed in a research study that students encounter difficulties in paraphrasing sentences to avoid plagiarism. Since many EFL students may face different obstacles in writing their research papers, this research seeks to provide students with beneficial paraphrasing tools to develop their writing skills.

With the above in mind, this study sheds light on the difficulties students face in paraphrasing. It examines the effectiveness of paraphrasing tools that students may utilize in their writings, exploring how these tools can help them overcome these obstacles. Also, this study investigates students' attitudes towards using these instruments.

Considering the above-mentioned, the researcher is highly interested in investigating the effects of employing paraphrasing tools in enhancing writing from NNU English department students' viewpoints, specifically those who took and are currently taking writing courses at An-Najah National University. In the light of the distinctive characteristics of the Palestinian higher education system, focusing on An-Najah National University, cultural considerations and language learning preferences are crucial to examine how students of English writing courses perceive and use paraphrasing tools in their writings, as well as their attitudes towards using them. Exploring their views offers substantial insights into the feasibility and potential impacts of paraphrasing tools usage on improving English writing skills. The researcher examined numerous studies on the influence of employing paraphrasing tools in academic writing. The researcher revealed that some of them talked about the bad sides of these tools, while others introduced their positive impacts. The researcher appreciated the opinions of all. The results of this study hold important indications for English language students, instructors, and policymakers. This encourages universities and institutions to organize educational conferences and training courses on integrating paraphrasing tools into their educational systems and utilizing them effectively, thereby ensuring alignment with students' expectations and requirements. In addition, this research aims to enhance current English language teaching and learning methods, providing English language and TEFL majors with engaging and stimulating language learning resources.

1.2 Statement of the Problem

High writing proficiency is seen as a key factor in achieving academic success. Researchers and scholars face many challenges when paraphrasing ideas in their research papers. Actually, writing is not simple; it is difficult even for university English language learners. The main problem that EFL learners may encounter, whether in writing or speaking, is a lack of vocabulary. Most students complain that their limited proficiency prevents them from expressing their ideas effectively in English. As a result, their writing may sound underdeveloped and superficial.

Additionally, EFL learners struggle with grammar and sentence structure. Weak understanding of grammar rules can lead to errors in sentence construction and entire paragraphs. This can make their writing incoherent and hard for readers to understand (Sarwat, Ullah, Shehzad Anjum, & Bhuttah, 2021). Moreover, English language learners struggle with rearranging their thoughts, which can make it challenging for them to effectively reflect on their ideas and write them rationally in academic articles. As a result, they may use online paraphrasing tools like Quillbot, Wordtune, and Grammarly, and so on to facilitate their writing process. These tools indeed save students' time and effort, but they can also freeze their critical thinking skills and potentially introduce inaccurate information. Students doing so all the time without adding their touches may increase the research citation rate (Puspitasari, Quthny, & Hamdani, 2024). However, this ease of use has sparked worries about their impact on integrity and quality of written works, especially in scholarly and professional contexts.

1.3 Study Objectives

This study aims to investigate EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University. Additionally, it seeks to explore the advantages and disadvantages of employing these tools in learning writing on the one hand, and examine their role in shaping creative writing future on the other hand. Furthermore, the study endeavors to assist English language instructors in updating their teaching methods by incorporating AI based educational tools into their courses such as online paraphrasing tools so that they can utilize them during their lectures effectively.

1.4 Questions of the Study

The current study endeavors to provide satisfactory answers to the following main question and its sub-questions:

The main question of the study is:

What are EFL Students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University?

The above-mentioned question underlies the following sub-questions:

1. **First study sub- question:** What are EFL students' perceptions of using paraphrasing tools?

2. **Second study sub- question:** What are the benefits of employing paraphrasing tools in learning writing?
3. **Third study sub- question:** What are the challenges of employing paraphrasing tools in learning writing?
4. **Fourth study sub- question:** What is the role of paraphrasing tools in shaping creative writing Future?

1.5 Hypotheses of the Study

The main question of this study underlies the following null hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to faculty.

1.6 Significance of the Study

Some universities do not allocate dedicated time and resources for training their instructors on integrating AI programs, such as online paraphrasing tools, into their education, and subsequently for training their students to use these tools effectively. This study deeply explores EFL students' perceptions of using paraphrasing tools in writing courses at An-Najah National University. Also, it examines the positive and negative effects of utilizing these online tools while writing. Additionally, it investigates the role of these tools in shaping creative writing future. The study findings are expected to aid EFL learners in improving their capabilities and advancing their English language skills, especially writing, in light of using online paraphrasing instruments while writing. In addition, it is hoped that the study results will help English instructors update their teaching methods and learn how to integrate AI education strategies into their lectures, enabling them to train their students on how to benefit from these strategies.

Besides, the current study aims to shed some light on the importance of using paraphrasing tools for future educational purposes and provide some recommendations about employing them not only for EFL students at An-Najah National University, but also for EFL instructors and for future researchers and scholars in different fields.

1.7 Terms Definitions

Paraphrasing Tools

Paraphrasing tools are considered helpful tools for students in their academic writing. They can use them to create new versions of the text while keeping its original meaning. By employing these programs, students write new terms, phrases, and consequently whole paragraphs without affecting the overall sense of the text (Cajamarca Tipantuña, 2024).

Academic Integrity

Commitment to responsibility, ethics, and honesty in academic behaviors is referred to as academic integrity, which entails avoidance of cheating and plagiarism (Mulenga & Shilongo, 2024).

Writing Courses

Writing is the most challenging skill students need to acquire while pursuing their college degree. Various abilities are required for producing excellent writing, such as inferring, generating organized paragraphs and clear ideas, synthesizing, analyzing, lexical knowledge, establishing meaningful content, syntactical proficiency, and mastering the construction of sentences. Additionally, writing demands a high level of metacognitive capabilities and fluency of language to create accurate details and information (Abdel-Reheem Amin & Alammar, 2023).

Text Coherence and Cohesion

As stated by Briesmaster & Etchegaray (2017), “Textual coherence and cohesion are essential components of academic writing.” They are both considered the basic stone of writing explicit, concise, and precise texts. Therefore, teachers should allocate specific time and adopt new teaching techniques to help their students effectively grasp cohesion and coherence to create high-quality academic writing.

1.8 Operational Definitions

Paraphrasing tools

In this study, paraphrasing tools refer to online paraphrasing instruments like Grammarly, Quillbot, Wordtune, Prepostseo, Ginger that students of writing courses at An-Najah National University utilize for their academic purposes, such as writing assignments, essays, and research papers.

Academic Integrity

Academic integrity in this study refers to the adherence of EFL students at An-Najah University to moral academic practices, including the proper presentation of information and the use of correct citations, as well as a diligent effort to avoid plagiarism and write independently.

Writing Courses

Writing courses refer to courses introduced to EFL students who are currently enrolled in English language and TEFL majors at An-Najah National University to develop their writing skills while pursuing their college degree. It focuses on various skills that students need to produce proficient pieces of writing, including inferring, generating organized paragraphs and clear ideas, synthesizing, analyzing, lexical knowledge, establishing meaningful content, grammatical proficiency, and mastering sentence construction.

Text Coherence and Cohesion

Concentrating on text coherence and cohesion in this study is crucial because they form the foundation of effective paraphrasing. EFL students at An-Najah University should be sufficiently conscious of both coherence and cohesion to produce well-organized paragraphs with correct grammar. They need to be taught how to employ lexical and grammatical tools to connect sentences and develop whole paragraphs, such as transitional words, conjunctions, and pronouns.

The theoretical background of the study. It was opened by highlighting the high significance of the English language as a global communication tool across all walks of life, as it is considered a prerequisite for success. Not just learning but mastering English language skills is very important, especially in academic writing. To advance language

learning efficacy, universities work hard to integrate technology into their teaching methods, offering students online educational frameworks and resources to level up their skills. Hence, the study's primary focus is on investigating the effectiveness of using paraphrasing tools in academic writing from EFL students' perceptions at An-Najah National University. Different points were addressed in this chapter, such as the significance of technology in learning, particularly AI tools such as paraphrasing instruments, indicating that they allow people to access a wealth of information and knowledge, the four fundamental skills of the English language mainly writing, talking about its challenges and the contribution of paraphrasing tools to addressing these difficulties. Then, the advantages and disadvantages of paraphrasing tools were briefly reviewed, opening the room to look at them in the literature review section widely. It also presented the problem statement, the study objectives, the study questions, the study hypothesis, the significance of the study, and the definitions of terms and operational definitions.

1.9 Theoretical Framework

A multifaceted theoretical framework can be applied to understand the incorporation of online paraphrasing tools into the domain of academic writing. These theories are derived from educational theories and applied to technology in learning. Nowadays, alongside technological advancements, especially in education, a large number of researchers and students increasingly employ paraphrasing tools to rewrite sentences, improve content quality, comply with academic integrity, support the originality of the source text, and avoid plagiarism. A Cognitive Process Theory of Writing, the Constructivism Theory, the Zone of Proximal Development theory, and the Social Learning Theory serve as reliable underpinnings for examining the role of paraphrasing tools in developing learners' academic writing.

Paraphrasing tools have earned an enlarged deal of attention in the last while, remarkably among scholars and EFL students. Academic writing refers to specific writing styles that are widely used in educational settings like universities, schools, journals, and formal institutions to present thoughts, concepts, and arguments formally and systematically. A wide range of publications, like dissertations, research papers, journal articles, reports, and essays, fall under the umbrella of academic writing. This form of writing is distinct from other types of writing styles in focusing on critical analysis and introducing

persuasive arguments. Each form of literature employs appropriate formal language and adheres to specific formats and structures that align with the kind of writing (Obeagu & Obeagu, 2023). In conformity with Flower & Hayes (1981), A Cognitive Process Theory of Writing is an educational approach which asserts that writing goes through diverse mental operations, including planning, generating ideas, drafting them into written texts, revising, editing, and publishing. In this way, learners are encouraged to rethink, plan, write, refine, and share their reflections and feedback. This fosters collaborative work between students and contributes to learners' critical thinking and creative writing skills development. According to this theory, writing is a difficult trip for writers to express their thoughts (Flower & Hayes, 1981). Therefore, paraphrasing tools benefit scholars, students, and even instructors in revising, refining, and editing their works.

Generally, any successful project requires a deep understanding and sufficient knowledge, followed by planning, and then beginning with the first step. The same issue applies to successful academic writing; professional writing should be well-organized and well-constructed. The Constructivism theory was historically based on epistemology and originated from the work of Jean Piaget (1896-1980). This theory has significantly impacted the educational approaches by focusing on a learner-centered approach rather than a teacher-centered approach. It highlights the importance of incorporating experiences and ideas into the learning process, acknowledging that learners create their experiences through cultural and social interactions with the surrounding world and build their knowledge by relying on cognitive structures (Bruner, 1973). Hence, students construct their knowledge from their behaviors. This leads to the idea that behaviorism and constructivism are highly interconnected. Constructivism confirms that what learners construct in their minds is based on how they behave and interact with society (Piaget, 1973). In the context of academic writing, learners struggle to fulfill the writing mission; they must first read, revise, and engage with the language, then frame their knowledge through interaction with tools and resources, construct their understanding, and ultimately produce the text. Regarding this framework, paraphrasing tools can serve as powerful educational instruments. When students profoundly think about the language components, they become more engaged with the language, have more desire to enrich their thinking, resulting in better linguistic outcomes (Ibañez & Pentang, 2021).

Vygotsky (1978) focused on the significance of sociocultural learning, emphasizing the critical role that cultural environment and social interactions with peers and cognitive tools play in the development of cognitive construction (Doolittle, Wojdak, & Walters, 2023). The process of learning is viewed as a social process by the educational philosopher Lev Vygotsky (1896-1934). This is illustrated in his theory “The Zone of Proximal Development,” which is considered one of his central ideas. It highlights that there are two phases of the learner’s capacity growth, which are the potential development phase and the actual development phase. The learners’ ability to perform activities and solve problems with guidance or in cooperation with knowledgeable individuals falls under the first phase. But the capacity of a learner to complete activities independently is a sign of the actual development phase (Vygotsky, 1978). Therefore, in this zone, learning becomes more efficient as the learner is assisted by supporting resources such as experienced supervisors, colleagues, or even paraphrasing tools, helping them in moving to a better level of comprehension. Paraphrasing tools serve as scaffolding instruments that help learners function within their ZPD by providing them with linguistic guidelines they cannot achieve on their own. This underlines the value of scaffolding and cooperative learning settings, which promote language proficiency, syntactical accuracy, vocabulary richness, and critical thinking skills, motivating learners to actively engage with the meaningful contexts of the language (Boulanger, 2022).

In a similar vein, Bandura & Walters (1977) presented their Social Learning Theory, which asserts that people learn by modeling and observing others’ behaviors. By perceiving others' actions, individuals absorb and imitate those behaviors, particularly if their observational experiences are advantageous. This places a strong emphasis on the idea that learning and human behavior are influenced by interactions with others in a social context (Bandura & Walters, 1977). In the context of employing paraphrasing tools in academic writing, students use these tools as supporting instruments; they show how sentences are constructed in another way while maintaining the source text and how appropriate vocabularies are used. They also introduce more simplified texts. According to the theory, students observe how these paraphrasing tools function and try to imitate them. By doing so, they interact with the text, can identify the linguistic and grammatical errors, and reformulate sentences. Consequently, they will improve their conceptual understanding and achieve positive outcomes, such as improved writing styles and

reduced plagiarism. In this way, learners interact with the surrounding environment, which includes paraphrasing tools, and get vicarious reinforcement (Yan, 2023; Adams & Chuah, 2022; Roe & Perkins, 2022; Prentice & Kinden, 2019).

1.10 Literature Review

1.10.1 Introduction

Numerous studies have been carried out to demonstrate the efficacy of using paraphrasing tools while writing research papers, provide the appropriate practices that EFL students may adopt in using these tools, and highlight the shortcomings of using these tools that may cause papers to be rejected. Generally, paraphrasing tools can tackle a lot of issues related to academic writing, such as respecting the original text by preserving the same information, accurately paraphrasing the essence of the text, recognizing parts of speech, writing proper grammar, and managing punctuation. Surely, paraphrasing tools, like any technique, have advantages and disadvantages.

1.10.2 Paraphrasing Tools

The word “paraphrase” refers to the Latin term “paraphrase,” which stands for “Further Forms of Expression.” The process of paraphrasing can be conceived of as reanalyzing the text into a different format in a way that preserves the real meaning. Since the researcher would only modify the concepts in shades of the real meaning in the sentence, this writing style never violates the law at all. Thus, it can be said that paraphrasing is a method of rephrasing one piece of writing into another without altering the true meaning. This proved that adopting this strategy will eliminate plagiarism while writing. Good paraphrasing can be achieved by basically finding out the core concepts of the article and then rewriting the ideas in various styles (Mohamed, 2025). Likewise, Xuyen (2023) stated that the basic goal of paraphrasing is to convey knowledge innovatively. It means altering the content of the text to make it sound more appealing, notable, and distinctive by employing new phrases, sentences, and occasionally, whole paragraphs.

There are various types of paraphrasing identified in a study conducted by (Dung, 2010). The researcher pointed out that paraphrasing is categorized into three types: semantic paraphrase, which deals with words that change the original text's wording; syntactic

paraphrase, which sheds light on the sentence structure and grammar; and changing the structure (organization) of thoughts.

Paraphrasing tools pave the way for English language learners to develop their critical thinking and writing skills. These tools enable students to reinforce their writing quality by employing various strategies, including word processing, reordering words, and producing different sentence styles through using passive and active voice, as well as using synonyms (Sulistyaningrum, 2021). All AI text generators can aid learners in various writing aspects, such as grammar and spelling correction, sentence structure enhancement, and writing clarity. One of these AI text generators is automated paraphrasing tools (APTs), which have gained significant popularity and can considerably help students produce professional work based on coherent ideas and concepts (Rahmayani, 2018). There are different levels of English language learners; some of them might find the process of paraphrasing challenging. APTs can significantly enhance students' writing quality. Numerous studies highlighted the effectiveness of employing paraphrasing tools (Tran & Nguyen, 2022).

Generative AI-based programs have been developed into transformative tools for second language learners, providing special support to tackle academic writing obstacles (Tang, et al., 2024). A study by Filfilan & Alqurashi (2025) demonstrates that numerous online paraphrasing instruments are available in the modern context of English writing learning, which students can utilize to overcome the difficulties they encounter while paraphrasing. QuillBot is the most prominent tool; students consider it a valuable treasure for their writing. They use it as a Technology-Enhanced Paraphrasing Tool (TEPT) to help them with summarizing paragraphs, accommodating accurate grammar, avoiding plagiarism, and paraphrasing as well.

Following up on what has been mentioned, Prentice & Kinden (2018) stated that online paraphrasing tools are a new technology that has come into play in this regard, which in turn alter the original text into a new one while keeping the same meaning. Duplichecker and BypassGPT are examples of this kind of tool. According to Rogerson & McCarthy's (2017), students and researchers who employ paraphrasing instruments to assist them in producing successful academic works frequently use free paraphrasing tools to help in

rephrasing their journal articles, which aids them in avoiding repeating the same terms as the original and therefore staying away from plagiarism.

However, a study by Miranda (2022) has shown an opposite trend; the researcher spotted that some worries have been raised related to quality, reliability, accuracy, and restrictions of these tools, specifically those established using machine translation techniques and readily accessible online. Along the same lines, a series of research done by (Abdel-Reheem Amin & Alammam, 2023; Almaiah, et al., 2022; Sit, et al., 2020) investigated students' anxiety levels towards using paraphrasing tools in writing their articles. They also concentrated on writing down their perspectives about the employment of these tools in education in relation to diverse subjects. They found that some students expressed dissatisfaction with these tools, citing that they provide inaccurate information and incorrect grammar. Whereas Suseno (2024) concluded in a study entitled "Advantages Of Using Translation, Paraphrasing, and Podcasts to Improve Natural Writing Skills" that paraphrasing tools considerably minimize the time consumed in rewriting information revised from other resources, freeing up researchers to focus on different facets of their works.

Furthermore, understanding deeply social, cultural, and cognitive aspects, as well as mastering linguistic skills are regarded as the basic bridge for writing correct and acceptable articles (De Oliveira & Silva, 2016). In line with this view, Abdel-Reheem Amin & Alammam (2023) noted that writing is the most critical skill compared to the other three (reading, speaking, and listening) because it calls for learners to think about capitalization, vocabulary, spelling, punctuation, word choices, paragraph unity, grammar, and citation. So, it is the most challenging skill that needs a double focus. In accordance with that, Na & Nhat Chi Mai (2017) examined EFL learners' paraphrasing capacity in a Vietnamese tertiary institution, investigating the difficulties they encounter while paraphrasing by providing them with a text to paraphrase and conducting individual interviews. The study found that participants focused more on using word equivalences than on changing grammatical structures. The interviews revealed that the learners faced various difficulties related to language when paraphrasing sections of texts, especially literature reviews, such as inadequate comprehension of the original text and a lack of relevant vocabulary. Accordingly, students struggle to grasp the essence of the meaning, leading to the inappropriate use of terms or incorrect word placement in the text. The

study recommended that EFL teachers integrate AI writing assistants into their higher education courses, simultaneously providing their students with exceptional educational support and training to tackle specific academic writing difficulties.

Daguiani (2018) examined the use of paraphrasing tools outside the classroom. The researcher conducted a study involving a voluntary group of 26 Algerian master's students at Biskra University, employing a mixed-methods approach that combined quasi-experimental and questionnaire methods. The study findings indicated that paraphrasing exercises outside the classroom resulted in an enhancement of EFL learners' academic writing. On the other hand, the study revealed that some students expressed dissatisfaction with their writing levels due to insufficient practice in the classroom.

However, Hei & David (2015) concluded in their study that 21 doctoral (PHD) candidates and 49 master's candidates encounter various challenges while writing a systematic literature review. They addressed a range of issues in writing and reading skills, including "how to read", "not knowing what to read", "how to start writing", "summarizing", "critical analysis", "organizing", and "synthesizing". According to this study, learners can use paraphrasing tools to aid them in various issues, such as organizing their thoughts, transforming them into texts, and manipulating phrases. Thereby, learners will produce excellent texts that are free from plagiarism as well.

Another study demonstrated that learners could enhance their understanding and achieve precise results by using paraphrasing tools. For example, Emran, Mohammed, Saeed, Keir, & Alani, (2024) noted that users of ChatGPT may receive feedback indicating their writings are informative and well paraphrased but not always correct from a grammatical perspective. By writing down the content on one of these tools and then clicking on the word "paraphrase", learners can easily ensure that they can grasp the ideas correctly and convey them more precisely. It's believed that paraphrasing tools empower scholars to interpret knowledge in their own words, which increases their understanding of a subject.

Another critical study carried out by Adams & Chuah (2022) indicated that paraphrasing is a vital activity that fosters learners' critical thinking skills and creative talents. It encourages them to think and generate new pieces of text about the topic, rather than simply cutting and pasting from various resources and articles. Recently, the use of ChatGPT has become widespread. However, excessive use of ChatGPT and paraphrasing

instruments like Humbot, AIHumanizer, and PrePostSeo poses a danger of making researchers overly dependent on the generated material, which might reduce their ability to think creatively about the topic at hand. Generally, students engage in a process that requires them to reinterpret and review the material when they paraphrase texts simultaneously with the appropriate use of AI tools rationally and systematically, striking a balance between academic responsibility and technological assistance. As a result of this practice, they are induced to think critically and creatively. Highlighting the benefits of paraphrases in encouraging innovation and creative thinking serves to support this point.

1.10.3 AI and English language learning

Artificial Intelligence refers to the intelligence associated with programs, software, and digital machines. So, AI refers to the capacity of digital devices to perform tasks that humans typically do. Schmidt & Strasser (2022) defined artificial intelligence as "Artificial intelligence (AI) is a broad term used to describe a collection of technologies that can solve problems and perform tasks to achieve defined objectives without explicit human guidance". AI technology encompasses a range of subfields, including machine learning, computer vision, big data, speech, and natural language processing. They are essential elements of the artificial intelligence field because each one has unique nuances and intricacies (Chiu, Xia, Zhou, Chai, & Cheng, 2023). Indeed, AI has occupied a vast area in the realm of education, introducing various opportunities and facilities to survive the learning process. The educational system has witnessed a major shift in teaching strategies, especially in language learning. Different scholars have deeply examined the usefulness of integrating AI tools into varied educational settings. They revealed that AI integration into English language learning promotes personalized learning, real-time feedback and assessment, gamification and engagement, language translation and interpretation, valuable insights for instructors, and simulative learning resources. Various studies have offered prospective strategies for English language learning improvements via the use of AI .

Within the same area of research, (Orosoo, et al., 2025) present a study about personalized learning in English language learning. They stated that customized learning focuses on allocating specific educational procedures for each learner that meet their needs, skills, interests, and strengths. This strategy empowers students to have more control over what,

when, and how they learn, granting them the freedom to uncover their learning abilities. Therefore, they have a more active role in their education. Accordingly, personalized learning primarily aims to make the learning process, particularly writing skills, more relevant, enjoyable, and efficient for each learner, as opposed to a curriculum that is generally designed for all students (a one-size-fits-all approach). In a similar context, Urbaite (2024) discussed in a study the importance of real-time feedback and assessment, stating that AI tools empower students to be more self-learned. The researcher concluded that AI tools provide immediate good feedback on all language skills, such as punctuation, sentence construction, grammar, and phrases. Also, they evaluate and introduce corrections for the writing mistakes. By using these tools frequently, learners observe how they function and try to imitate the same procedures so that they can be more independent in learning.

Additionally, Barrot (2023) highlighted that AI-powered tools can be employed in language translation and interpretation; learners can use them to produce the necessary input and output of the language, helping them improve their acquisition of the language. These AI tools are free and available on computers and mobile devices. So, learners can utilize them at any time, not only for educational purposes, but also to aid in enhancing their writing skills. Furthermore, artificial intelligence is considered a valuable treasure for teachers, not only for students, as it provides teachers with worthwhile insights. By employing AI tools, teachers can identify learning gaps, address them, and suggest solutions. Also, by analyzing students' data, AI tools can be beneficial in recognizing the weak areas that demand more attention (Yadav, 2025).

Due to the rapid prevalence of artificial intelligence in the realm of education, it has become essential to deeply understand its influence on the language learning process and know the outcomes. Nazari, Shabbir, & Setiawan (2021) looked at the extent to which the efficacy of a group format of an AI-driven writing tool improved writing proficiency for 120 English postgraduate students, by using a parametric test of evaluating covariance. According to the study findings, the researchers said, "through formative evaluation and feedback, AI-powered writing tools could be an excellent resource for learning behavior improvement and attitudinal technology adoption. Further, with the help of New AI-powered writing tools that are easily accessible on mobile devices,

students can develop writing capabilities and acquire languages that are hard to be learned through traditional training” (Nazari, Shabbir, & Setiawan, 2021).

Along the same lines, Song & Song (2023) explored the effectiveness of AI-assisted language learning in fostering Chinese English as second language students’ writing motivation and skills. To achieve this, the researchers conducted semi-structured interviews with the participants to reveal their experiences and involvement with these tools. Concurrently, they adopted both qualitative and quantitative methods to conduct the study. Various perceptions are presented in the qualitative phase, ranging from the benefits of AI tools and their efficient role in leveling up writing skills to the concerns that stem from overreliance on them on one hand and the violation of research ethics and issues related to data precision on the other hand. Pre and post-tests were employed in the stage of quantitative methods to evaluate students’ writing skills. After deep analyses, the study indicated that the experimental group showed improvements in varied writing skills such as vocabulary, organization, grammar, and coherence compared to the control group. Additionally, participants stressed the urgent need for continuous artificial intelligence adoption and development, considering the long-term effect and sustainability of AI-assisted education. Finally, the researcher recommended integrating AI tools in the language learning process.

Another recent study by Fadli, Wahyudi, & Ahmad (2024) aimed to explore how Wordtune impacted Indonesian academic writing students in a private university. The nature of the study was experimental research, using a quasi-experimental design. Sixty participants took part in the survey. They were purposefully and carefully chosen and categorized into two groups: control and experimental groups. Each group consisted of 30 students who underwent pretest and post-test exams. They also filled out a questionnaire in addition to these tests. According to the collected data, the study demonstrated that Wordtune digital writing assistant has a positive effect on students’ academic writing. The results indicated that this tool is very beneficial for students in enhancing their writing capabilities, especially in issues related to sentence structure, linguistic choices, and general textual patterns. The study also revealed that Wordtune is characterized by its potential in formulating, summarizing, expanding, and rewriting, aiding students to perform better in their research papers. Finally, the study recommended that instructors integrate Wordtune into the education system, especially in teaching

writing courses. It also suggested conducting further research about Wordtune to get more results and reveal its effectiveness in growing students' writing skills.

Yau et al. (2023) examined in their research how instructors conceive of employing AI in education and categorized their responses into six groups. These six groups of conceptualizations include “interest stimulation, technology bridging, ethics establishment, capability cultivation, intellectual development, and knowledge delivery”. The researchers adopted a phenomenon-graphic approach to fulfill this investigation. The relationship between these groups is hierarchical, which ranges from a basic surface-level to a more in-depth one. Intriguingly, numerous study findings recommend training lecturers to integrate AI programs into their lectures.

Furthermore, Sumakul, Hamied, & Sukyadi (2022) also emphasized that policymakers should pay a great deal of attention to tackle the demands of non-technical instructors to boost their readiness to teach in the light of using AI-based programs. Likewise, Chounta, Bardone, Raudsep, & Pedaste (2022) highlighted the immense importance of professional development programs for employing artificial intelligence technology, specifically for instructors who have poor crucial Information technology skills. By doing so, they can advise their students on how they can take advantage of using paraphrasing tools in their writing to gain beneficial insights while writing.

(Vall & Araya, 2023, Jiang, 2022) pointed out in their studies that AI language learning systems include a variety of techniques that mimic human intelligence technologically to help EFL learners expand their language proficiency. These tools are categorized into Neural Machine Translation Tools (NMT), Automatic Evaluation Systems (AESs), AI Chatting Robots, and Intelligent Tutoring Systems (ITSs).

Neural Machine Translation Tools (NMT), as the term itself suggests, are tools designed for automated translation. Studies have proved the effectiveness of these tools in fostering self-learning, promoting English writing, listening, and reading skills enhancement, developing vocabulary acquisition and grammar mastery, and decreasing anxiety related to language learning (Godwin-Jones, 2022; Alhaisoni & Alhaysony, 2017; Bahri & Mahadi, 2016; Bahdanau, Cho, & Bengio, 2014).

Automated evaluation systems (AESs), as indicated by Jiang (2022), are tools that depend on massive amounts of data and natural language processing technologies like word sense disambiguation and automatic speech recognition. These instruments are primarily used to enhance the pronunciation and oral fluency of EFL learners in English. They are mainly employed in the contexts of English- speaking and writing.

Intelligent Tutoring Systems (ITSs) are systems designed specifically to aid students learn through neural networks, algorithms, and learner models, promoting personalized learning. These systems have different applications that are effectively employed to improve speaking skills, grammar learning, and reading comprehension. This is accomplished by introducing immediate feedback and developing supporting educational materials (Xu, Wijekumar, Ramirez, Hu, & Ireya, 2019).

Likewise, Chatbots are software programs that employ artificial intelligence in the process of learning a second language. They are apps designed to enhance communication in both spoken and written forms. Besides, based on students' experiences, it has been noticed that Chatbots are very effective in improving grammar and vocabulary skills (Jiang, 2022).

1.10.4 Human vs. Machine Content

Concerns about academic integrity have increased in tandem with the widespread adoption of recent large language models (LLMs) like ChatGPT and GPT-4 due to their significant potential to generate machine content (Wahle, Ruas, Foltýnek, Meuschke, & Gipp, 2022a). Indeed, the comparison between these types remains uncovered, despite numerous studies and experiments revealing software with a substantial capacity to detect human and machine paraphrased texts.

Generally, the detection of paraphrases is very crucial in preserving the content quality and integrity of academic works. Notwithstanding significant distinctions in word choice and structure, the ability to recognize semantically similar texts is fundamental for a variety of applications like plagiarism detection and assessing the variances between paraphrased texts, either generated by humans or software (Foltýnek, Meuschke, & Gipp, 2019). Wahle, Ruas, Foltýnek, Meuschke, & Gipp, 2022a; Dou, Forbes, Koncel-Kedziorski, Smith, & Choi, 2021) demonstrated that the widespread use of Large

Language Models (LLMs) has aided learners to get automatic high-quality paraphrases, underscoring the absolute need for effective detection techniques.

Even though natural language processing (NLP) has been extensively researched by many, with numerous studies comparing human and machine-generated paraphrases, there remains a notable lack of effective investigation in this area.

Foltýnek, Meuschke, & Gipp, 2019; Thompson & Post, (2020) noted that while paraphrases are pieces of writing that almost express the same meaning with different phrases, they can do other functions, including machine translation, word sense disambiguation, and plagiarism detection. One of the main obstacles in identifying plagiarism is paraphrasing. Many scholars, such as Chowdhury & Bhattacharyya (2018) have presented taxonomy of techniques for detecting plagiarism, categorizing them by their potential to reveal specific forms of plagiarism. These forms include those related to complexity, translation, rephrasing, summarizing, reformulating structure, and copying or near-copying. These vary from comparing semantic sets of words, diagnosing contextual similarities by employing n-grams, to comparing syntactical constructions. They observed that n-gram and semantic-fuzzy are the most effective strategies in identifying robust paraphrases.

Additionally, a study entitled “Perceptions of effectiveness and ethical use of AI tools in academic writing: A study among PhD scholars in India” conducted by Subaveerapandiyam, Kalbande, & Ahmad (2025) examine PHD researchers’ opinions about integrating AI tools in their academic writing, as well as their effectiveness, and ethical considerations. It highly assessed the extent to which the artificial intelligence tools are successful in detecting plagiarism, strengthening citations, and paraphrasing, compared with human cognitive skills and conventional paraphrasing methods. Besides, the research explored the confidence of users in the capacity of AI tools in fostering academic integrity, enhancing critical thinking skills, and their feasibility in different academic fields as well. Following a thorough investigation, researchers advised learners to exert personal effort in rewriting their thoughts, as the results showed that, despite AI tools presenting clear and organized ideas, they raise concerns regarding ethical transparency, originality, and over-reliance.

Due to this gap, numerous researchers have conducted a thorough investigation of this study. Therefore, the ideas discussed above present a strong argument for investigating the use of online paraphrasing tools to help students overcome the obstacles they encounter, especially while writing the literature review section. The researcher thinks that “literature review” is the most challenging section in writing research papers. This paper will explore EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University and how these paraphrasing tools will assist them in dealing with challenges they face while writing, and how they can use these online tools correctly as well. Additionally, this study will provide recommendations for students, instructors and researchers to follow when writing their papers.

To sum up, the emergence of online paraphrasing tools has gained a great deal of attention from scholars and researchers in different fields recently. They are continuously holding online conferences and publishing diverse research papers about employing online paraphrasing tools in their academic writings. Several studies have examined students' perspectives on using paraphrasing tools in their writing. Further research will be conducted to determine the extent to which these tools can assist students and support them when used correctly.

1.10.5 Types of Paraphrasing Tools

Paraphrasing poses difficulties for students, whether they are English majors or non-English majors. Abi Harnoyo (2024) identified these challenges by examining paraphrasing capabilities for non-English majors when writing their research papers, focusing on the mechanical engineering vocational education students. The researcher also explored the role of paraphrasing tools in overcoming these difficulties. The study findings revealed that the most challenging issues in terms of paraphrase strategy, structure, language, and content are the inability to narrate the same information as the source text on the one hand, and the process of paraphrasing itself, including identifying the parts of speech and employing punctuation on the other hand. The results also disclosed that 69% of students adopted the strategy of changing the synonyms. The researcher concluded that “The online paraphrasing tools can be an option or solution for the beginner learners of English, either English major students or non-English major students” (Abi Harnoyo, 2024). Finally, the researcher recommended further research about the importance of paraphrasing tools in tackling students' writing obstacles,

highlighting that there is a lack of studies concentrating on addressing learners' paraphrasing difficulties. The paraphrasing process is a challenging task that extends beyond vocabulary, grammar, and writing. Indeed, instructors must improve their pedagogy to get across language barriers. Following a study conducted by Fitria (2021), there are two main ways of paraphrasing: automatic paraphrasing and manual paraphrasing. The first approach utilizes online programs to generate new text versions automatically, independent of individual talents. In contrast, the latter involves leveraging cognitive skills, primarily focusing on rephrasing written text cognitively without relying on online paraphrasing tools. However, numerous academics have identified several popular paraphrasing tools, including QuilliBot, Rephrase, Wordtune, TextCortex, Ginger, Prepostseo, Grammarly, and Paraphrase Tool.

Quillbot: Mohammad, Alzubi, Nazim, & Khan (2023) stated that QuillBot is the most helpful AI-based paraphrasing tool for learners who aspire to improve their writing capabilities. The primary function of this instrument is to help students by suggesting word synonyms while keeping the original sense. This web-based tool offers students additional features, including strengthening coherence, recommending word options, summarizing long texts, contributing to effective translation, and checking grammar. This will increase learners' word portfolio, subsequently developing their writing skills. Its primary purpose is to create high-quality written content and produce professional and clear text.

Rephrase: According to Cajamarca Tipantuña (2024), Rephrase is another paraphrasing instrument that is related to AI. Its main role is to reformulate sentences and paragraphs, ensuring they are 0% plagiarized. It is an effective instrument for scholars, as it saves time and effort on one hand and can produce ideal content that retains the original meaning by using substitute terms on the other hand. Users of this tool are free to write various types of texts without any errors; the produced content will be highly proficient. People often use this tool to write blog posts and rephrase original texts for academic purposes. Additionally, individuals not involved in research can employ this tool in their works that require paraphrasing.

Wordtune: Breaking down the term “Wordtune” results in the word “word” and the word “tune”. The first word refers to a basic unit of the language, but the latter means the act

of modifying something to the correct setting. Accordingly, the term “Wordtune” refers to the process of adjusting written text to preserve the same meaning. Mahmud (2023) carried out a study to examine the efficacy of the AI paraphrasing tool “Wordtune” in promoting EFL Saudi students' writing skills. The study sample consisted of 156 male and female participants. The researcher adopted the quasi-experimental approach to conduct the study using pre- and post-tests to collect data. The findings demonstrated that there were notable enhancements in students’ writing abilities after using Wordtune. Hence, the researcher recommended employing Wordtune, stating that Wordtune, like other paraphrasing tools, is a means of paraphrasing supported by artificial intelligence to help learners develop their writing skills by rewriting sentences and replacing words with their synonyms. This tool is characterized by providing students with the option of extending and shortening original sentences. It introduces different levels of writing. Everyone can use it, whether they're beginners or professionals. It provides beginners with an opportunity to improve their writing skills by offering the option to translate foreign language words. However, this tool is an online paraphrasing tool; it needs an internet connection to function. However, their users should consider that it may sometimes provide inaccurate phrases for complex texts (Zhao, 2023).

TextCortex: TextCortex is well known as an AI-powered tool designed to provide researchers and students with various flexible choices like summarizing, rewriting, expanding, and altering the text’s tone. This program not only helps with rephrasing sentences but also contributes to the process of editing information. It introduces seventeen options to aid in this transaction at the paragraph level. Besides, TextCortex significantly enriches learners' vocabulary by offering them a range of synonyms for each word. Thereby, they will have the ability to write complete sentences and construct well-organized paragraphs. Also, this tool is characterized by its high efficiency in modifying language to become appropriate to the audience’s goals, creating seamless academic content. Furthermore, TextCortex offers several key features, including simplifying complex texts, clarifying unclear sentences for improved comprehension, condensing lengthy texts into more concise and meaningful pieces, and expanding simple notions into comprehensive paragraphs. By suggesting different sets of vocabularies and sentence structures, this tool allows exploring diverse tones, making it easier to pick the best voice for successfully communicating one’s ideas. Additionally, this instrument proved its

effectiveness to be a treasure for all writers, whether instructors, teachers, or students, because of its capacity in generating unique content and avoiding plagiarism taxes (Vidakovic, 2022).

Ginger: Ginger is an advanced AI writer tool. It aids students in the process of paraphrasing at the sentence level. It fosters lexical diversity for students by proposing antonyms, idiomatic expressions, and synonyms, enabling writers to select the most appropriate terms according to their kind of writing, so that they can eliminate repetition and boost the overall quality of the whole content. It contributes to constructing sentences to make them more coherent, readable, and straightforward for readers. For instance, it uses more meaningful phrases to be more appropriate for the type of written text. However, it identifies problematic and grammatically incorrect sentences and fixes them. Another feature of this tool is altering the sentence structure to avoid copying the original text, such as changing from active to passive voice. Ginger can also reformulate the text in a way that suits various settings and audiences, such as casual, academic, and professional. This tool addresses various linguistic deficiencies in written texts, such as completing fragmented sentences, correcting spelling mistakes, guiding with correct punctuation mark placement, and filling in gaps, which consequently generates excellent content. Like TextCortex, Ginger summarizes lengthy texts, omits unnecessary information, and expands short sentences to be more expressive. By using this paraphrasing instrument, writers will be supplied with 6-8 creative substitute sentences of the original one, so that they can use them to convey their ideas, eventually improving written communication skills (Mansurudin, Ilham, & Edi, 2025).

Prepostseo: According to Miranda (2022), Prepostseo is a popular paraphrasing tool that students can freely access. It offers more than 195 tools for various purposes. It provides duplicate content in multiple formulations, which contributes to the development of EFL students' writing skills by retaining the source meaning while altering the majority of the words and sentence construction in the text. This tool offers three levels of paraphrasing written text: the simple version, the advanced version, and the Beta version. The first one deals with words; it just substitutes words in the sentence with their synonyms. The second is more advanced than the first, as the term “advanced” suggests; it offers more modifications in addition to changing words. However, the last, which is the “Beta version,” is considered the best level, as it changes the whole sentence structure to a

professional form of writing. Prepostseo is a well-known free website, but users must subscribe to its paid version to access an academic professional writing style.

Grammarly: Grammarly is an AI-based writing assistance that aids students in rewriting the text in various ways, preserving source information, and helps learners revise their writing, identify spelling, grammatical, and punctuation errors, and correct them. It has become a valuable resource for researchers and students as it offers real-time feedback, correction, and language improvement options, elevating the text quality and academic writing efficiency (Maulidina & Wibowo, 2022). This has motivated numerous scholars to explore its effectiveness in the world of academic writing. For example, Andika, Waly, Yulia, & Reswari (2025) conduct a study to investigate the difficulties in academic writing that Indonesian postgraduate students encounter, specifically, in coherence, grammar, clarity, organization, and plagiarism avoidance. They also aim to tackle this issue; they employed various AI tools like Grammarly, ChatGPT, and Quillbot to show their effectiveness in providing good feedback and immediate correction, enhancing coherence, and reducing plagiarism, highlighting their effectiveness in developing academic writing. The researchers used a mixed-methods approach, involving a qualitative method (interview) and a quantitative survey (questionnaire). The findings indicated that the use of AI tools has a positive impact on educational practices, demonstrating that integrating these tools in higher education serves as an effective supporting tool if they are used responsibly.

Paraphrase Tool: This tool is characterized by offering twenty various paraphrasing modes, some of which are text simplification, summary, sentence shortening, and grammar checking. The writer is rewording terms and using different expressions while preserving the original meaning through the use of this tool. It creates accurate rephrased texts with regard to the sentence contexts and paragraphs. Also, this tool introduces paraphrased texts in different languages, allowing students from diverse cultures to use it. By employing sophisticated algorithms and language analysis, the paraphrase tool is highly able to provide excellent rephrased texts while maintaining the original sense and conveying the same thoughts (Cajamarca Tipantuña, 2024).

Paraphrasing tools significantly contribute to improving learners' academic writing, particularly for those with limited writing experience, making paraphrasing processes a

substantial obstacle in their research endeavors. Hence, they found online paraphrasing tools as a solution for their writing difficulties. Recently, many students have relied on these tools as supplementary instruments. Quilibot, SpinBot, Prepotseo, and paraphrase tool.com are examples of such instruments. Junaidi, Hisbullah, Burhanudin, Hovia, & Azizurrohman, 2022; Khabib, 2022; Ariyanti & Anam, 2021) carried out different studies to examine the power of these tools in working as assistants in writing academically. They found that these tools significantly contribute to mitigating learners' barriers in academic writing, positively influencing the reduction of students' anxiety and fostering their confidence in paraphrasing skills, as perceived by their viewpoints. This finding is consistent with Xuyen's (2023) study, which emphasized the role of the online paraphrasing tool "QuillBot" in paraphrasing source texts from the perspectives of 220 students majoring in English Linguistics at a public university in Vietnam. The researcher employed a quantitative method (questionnaire) to gather data. Following the analysis, the results indicated that EFL learners have a favorable tendency towards using QuillBot, as it serves as a foundational element in students' language development.

1.10.6 Proper practices while paraphrasing process

When using paraphrasing tools, students should adhere to some guidelines to produce high-quality content, ensure academic integrity, and avoid plagiarism. First, the most crucial step is to understand the original text thoroughly. Tuck (2017) indicated that any learner should comprehend the text before paraphrasing it, so that they can reflect the ideas in their own words, avoiding misinterpretation. Second, paraphrasing tools should be used as a guiding station, not a final product. Rahmah (2024) argued that instead of using paraphrasing tools for any text from A to Z, learners should refer to them as just aiding factors, then critically review, assess, and refine the produced text to preserve consistency and accuracy.

Additionally, academic integrity is fundamental in research ethics. Any written text should be cited appropriately when paraphrasing to maintain academic integrity, ensuring that the thoughts still belong to the original author even though the words are changed (Bielska & Rutkowski, 2022). Furthermore, Bretag et al. (2019) recommended using a plagiarism checker to ensure that the paraphrased text does not contain 100% of the original text.

Regarding the same point, Eaton & Hughes (2020) stated that instructors can play a pivotal role in avoiding misconduct in creating texts by holding training courses about academic integrity and expanding educational awareness. Ensuring that learners thoroughly understand the academic integrity policy and the reasons why it is a fundamental principle for scholars is regarded as a key component of teaching academic integrity and fostering its ethical culture. Lecturers should provide sufficient clarification on any unclear aspects of the academic integrity policy, as it has become common for students to encounter diverse views from their institutions regarding ethical writing behaviors (Sutherland-Smith, 2018). To survive the teaching and learning process, teachers should adhere to the standards of academic integrity first and foremost, and then inform their students to follow suit, explaining the purpose and implications of doing so. Besides, teachers can guide students to the correct documentation style of their fields, which involves good paraphrasing and making precise citations, granting students a comprehensive knowledge to steer clear of academic misbehavior (Rossi, 2022).

Consistent with Rossi's (2022) perception, (Peters & Cadieux, 2019; Ison, 2019) examined post-secondary students' capacities in paraphrasing texts. They observed through their studies that post-secondary students often write papers with poor paraphrasing and fail to include citations, possibly because they have not received adequate educational guidance on proper documentation practices. Furthermore, instances of plagiarism still occur despite informing students of employing word-matching software, demonstrating that students do so casually because they lack excellent writing skills (Gómez-Espinosa, Francisco, & Moreno-Ger, 2016). Therefore, many academics, such as Eaton et al. (2019c), recommended that faculty members should show their students instances of previous cheating and direct them toward avoiding such behavior. By addressing contract cheating issues, students will realize that their instructors are aware of academic misconduct, whether from the internet or other online resources; consequently, they will avoid cheating. Conversely, some students who are conscious that their instructors neglect this point choose not to get involved.

Finally, Silalahi (2024) highlighted that EFL learners should strike a balance between using paraphrasing tools and employing their manual paraphrasing because the excessive reliance on these tools hinders critical thinking skills.

1.10.7 Students Viewpoints towards Using Paraphrasing Tools

Investigating students' views about using AI paraphrasing tools has recently become the focus of numerous researchers since APTs are an emerging and widespread technology. Miranda (2022) concluded in a study that students were amazed by the APTs potential to provide new terms and enhance students' writing skills. Also, (Nurmayanti & Suryadi, 2023; Syahnaz & Fithriani, 2023; Kurniati & Fithriani, 2022) conducted studies about the merits of QuillBot in improving students writing skills. They carried out interviews with 20 post-graduate students' pursuing a degree in English language and literature, using QuillBot as a supporting tool while writing their academic papers. A questionnaire was also employed to collect data about the usefulness of QuillBot in advancing students' writing skillfulness from students' viewpoints. They found that students have positive responses towards employing QuillBot in their paraphrasing because of its significant role in enhancing their academic writings as well as understanding the written material. They further observed that QuillBot raises students' writing enthusiasm, aiding them in learning and mastering English gradually. Additionally, they noticed that QuillBot plays the role of the teacher by giving immediate feedback and correction, increasing students' self-confidence about their writing competence. As students feel free to write and have their pieces of writing corrected by QuillBot, they will be more encouraged to write and develop their competences.

Sukma, Lubis, Dewi, & Estate (2023) executed a quantitative study to determine the role of QuillBot in helping EFL writers and explore students' attitudes towards employing this tool in their writing. Data were collected and analyzed based on the students' responses to the interviews and questionnaire. The findings revealed that students appreciated the numerous student-friendly characteristics of QuillBot and were highly satisfied with its ability to improve writing skills. In the same context, Rahmayani (2018) underlined the significant role of APTs in assisting learners to generate more cohesive and well-organized content. Gürbüz (2024) also carried out a descriptive qualitative study to measure the potential of QuillBot to paraphrase certain kinds of texts. The sample of the study consisted of 48 Turkish English as foreign language (EFL) students; they were split into two groups (the experimental and the control group) to conduct the study. They were subjected to pre-test and post-test to examine the functionality of QuillBot, specifically its usefulness in identifying grammatical, organizational, and mechanical mistakes, as

well as paraphrasing and summarizing. The study demonstrated that this tool can perform numerous functions on the paragraph to be paraphrased, like abbreviating lengthy sentences, reducing plagiarism, fixing and enhancing grammar, refining the content quality, and achieving greater accuracy, resulting eventually in a higher level of professional writing, contributing to the development of academic writing in various fields. Based on the research findings, students can utilize QuillBot to gather hints and keywords that can aid them in their writing. The researcher also observed that students use this tool as an extra set of hands when they are incapable of paraphrasing manually. Not only students, but anyone who aspires to advance their writing skills can employ these tools.

Besides, Dewi (2022) investigated the viewpoints of English as foreign language learners toward using Grammarly in their writings and its efficacy as an automated writing evaluation (AWE). Interviews and questionnaires were utilized to collect data to explore students' perceptions about employing the Grammarly application in assessing and editing their academic writing. The study population consisted of seventy-five students enrolled in English writing courses. After analyzing the gathered data, the findings showed that participants have positive attitudes towards employing Grammarly as an aiding tool in evaluating their writing. They stated that this tool aids them in detecting errors related to spelling, grammar, punctuation, and word choices. It also minimizes errors in the written content, develops students' vocabulary and sentence construction, improves their paraphrasing skills, and provides immediate corrections of the text pieces anytime and anywhere. Conversely, the results showed some drawbacks of this application. For instance, the free version of this application has limited potential for error checking, but the paid version is very costly. Also, Grammarly cannot be reached offline. Ultimately, the study concluded that Grammarly, as an automated writing evaluation, has positive effects on EFL learners.

Writing stands as a significant obstacle for students. Many worries are generated when writing research papers as students struggle with grammatical arrangements, improper punctuation marks, lack of vocabulary, and capitalization in sentences (Widiawati, Ammade, & Nasrullah, 2022). In accordance with this, a study by Setiawan & Alkhowarizmi (2025) examine how efficiently paraphrasing tools, namely Ginger Software, Grammarly, and QuillBot, work to offer Indonesian undergraduate students

automated feedback on their English academic writing. This study also investigated the potential of these tools in detecting grammatical mistakes, sentence fragments, inappropriate phrases, paraphrasing errors, and clarity issues, and fixing them. In this research, document analysis and interviews with English as a second language writing students were used as part of a descriptive qualitative method to explore their points of view about employing these tools. This approach also allowed for a comparison of the corrective feedback presented by these tools. The study results revealed that these tools introduced various degrees of error detection and offered immediate corrections, with some variations in their accuracy and effectiveness. Additionally, the study highlighted the importance of not relying solely on these tools, despite their potential to develop writing skills. For instance, QuillBot excels in paraphrasing, Grammarly stands out for its accurate spelling and grammar, and Ginger offers limited feedback in comparison. The researchers noticed that students preferred Grammarly because of its effectiveness and ease of use. Besides, students expressed their satisfaction with using these tools, confirming an improvement in grammar and stimulation. Nevertheless, they also showed over-reliance on these tools, which may hinder critical thinking and creative writing skills. Finally, the study recommended integrating AI feedback with conventional teaching methods and peer reviews, and strategically employing AI-assistant tools alongside human editing, paraphrasing, and critical thinking procedures to achieve the best writing outcomes and optimize writing development. Although this study stated that Ginger is not fully effective in developing students' writing skills as it presented limited feedback, another study entitled "The Practice of Ginger Writer Application to Improve Students' Descriptive Text" by Widiawati, Ammade, & Nasrullah (2022) proved that the Ginger Writer application was significantly able to enhance learners' writing capabilities. The researcher distributed a 16-item questionnaire and applied writing tests (pre-test and post-test) to evaluate students' writing proficiency. After the analysis, the results showed better advancement in students' achievements, ensuring the high capacity of this application in enhancing learners' writing skills.

According to a study by Rahmat (2025), the process of paraphrasing mainly focuses on reading and writing. Any writer should read in order to write. Instructors concentrate on teaching their students paraphrasing strategies as an important part of academic writing skills. These strategies involve semantic, syntactic, and organizational paraphrasing. The

researcher conducted a quantitative study using a 5-point Likert-scale survey to examine students' opinions about employing paraphrasing strategies in their academic writing. The study sample was made up of 30 students who basically joined a writing course and learned primarily the three primary forms of paraphrasing (semantic, syntactic, and organizational paraphrasing). The study findings disclosed that respondents utilized some strategies more than others. For example, they preferred semantic paraphrasing because they found that using synonyms and replacing words is easier than changing the sentence structure in the case of syntactic paraphrasing. They also declared that reading the whole paragraph, comprehending it well, and then retelling the information is a particularly challenging task when it comes to organizational paraphrase. Eventually, the study introduced implications for lecturers to prioritize paraphrasing strategies while teaching.

In short, the utilization of APTs facilitates the process of writing and considerably supports students in overcoming paraphrasing challenges. According to the aforementioned studies, learners of EFL preferred employing APTs in their academic papers. Besides, these studies revealed that online paraphrasing tools function on behalf of humans, providing word equivalents and sentence reconstruction. Even though students benefit a lot from these tools, including addressing their linguistic obstacles, they should not excessively rely on them. By striking a balance between practicing paraphrasing tools on their own and the use of online paraphrasing tools, students can significantly refine their writing skills through embracing technology.

Although prior research has investigated students' opinions on employing paraphrasing tools in their academic writings, there is a scarcity of studies that have deeply examined the views of Arab learners who study English as a foreign language regarding the use of APT tools, to the best of the researcher's knowledge. Thus, this study endeavors to thoroughly reveal EFL students' attitudes regarding APTs' use to develop their writing capabilities at An-Najah National University.

1.11 Comments on the previous literature review

In line with the previous review of related literature, some researchers adopted a descriptive qualitative approach, as shown in the works of (Mohamed, 2025; Sharah, 2024; Fitria, 2021; Sulistyningrum, 2021; Dung, 2010). Other researchers, on the other hand, used the quasi-experimental mixed methods design, such as (Song & Sond, 2023;

(Fadli, Wahyudi, & Ahmad, 2024; Cajamarca Tipantuña, 2024; Mohammad, Alzubi, Nazim, & Khan, 2023; Song & Song, 2023; Tran & Nguyen, 2022). As for study tools, (Subaveerapandiyan, Kalbande, & Ahmad, 2025; Abdel-Reheem Amin & Alammam, 2023; Song & Song, 2023; Nurmayanti & Suryadi, 2023; Mohammad, Alzubi, Nazim, & Khan, 2023; Syahnaz & Fithriani, 2023; Kurniati & Fithriani, 2022; Peters & Cadieux, 2019; Daguiani, 2018) all used questionnaires and interviews. Other studies utilized quantitative and qualitative mixed methods, as seen in the works of (Abdel-Reheem Amin & Alammam, 2023; Song & Song, 2023; Daguiani, 2018; Rahmayani, 2018; Rogerson & McCarthy, 2017). Subaveerapandiyan, Kalbande, & Ahmad (2025) used a structured quantitative approach (a structured questionnaire) as the primary tool for collecting data. Other researchers, like (Widiawati, Ammade, & Nasrullah, 2022) used a questionnaire and applied pre- and post-tests.

The researcher observed a wide range of studies exploring the influence of using artificial intelligence tools on learning English language skills, especially paraphrasing tools. (Subaveerapandiyan, Kalbande, & Ahmad, 2025; Yadav, 2025, Urbaite, 2024; Cajamarca Tipantuña, 2024; Barrot, 2023; Song & Song, 2023; Yau et al., 2023; Vall & Araya, 2023; Chiu, Xia, Zhou, Chai, & Cheng, 2023; Vidakovic, 2022; Tran & Nguyen, 2022; Jiang, 2022; Fitria, 2021; Nazari, Shabbir, & Setiawan, 2021; Rahmayani, 2018) are examples of such studies. While numerous studies thoroughly examined the effectiveness of employing paraphrasing tools in developing students' writing skills as illustrated in the works of (Subaveerapandiyan, Kalbande, & Ahmad, 2025; Mohammad, Alzubi, Nazim, & Khan, 2023; Al Mahmud, 2023; Nurmayanti & Suryadi, 2023; Syahnaz & Fithriani, 2023; Vidakovic, 2022); Kurniati & Fithriani, 2022; Dewi, 2022; Widiawati, Ammade, & Nasrullah, 2022) and studies focused on the difficulties that students face while writing such as (Andika, Waly, Yulia, & Reswari, 2025; Abi Harnoyo, 2024; Na & Nhat Chi Mai, 2017) there is a limited number of studies focused on other skills of the English language, such as speaking and reading. Any writer should read and comprehend the essence of the content to write effectively. Such studies involve (Rahmat, 2025; Karmakar & Tajhizi, 2022; Hei & David, 2015). Hence, as reading is an important part of academic writing skills, future studies should address this point. Furthermore, the researcher included studies related to academic integrity, since it is considered one of the fundamental research ethics, such as seen in the works of (Bielska & Rutkowski, 2022; Eaton &

Hughes, 2020; Rossi, 2022; Peters & Cadieux, 2019; Ison, 2019; Eaton, Reflections on the 2019 Canadian symposium on academic integrity, 2019c; Sutherland-Smith, 2018; Gómez-Espinosa, Francisco, & Moreno-Ger, 2016). The researcher observed that prior research used qualitative and quantitative methods to explore EFL students' views towards employing paraphrasing tools in their writing, and to the best of the researcher's knowledge, there was no investigation of EFL instructors' perspectives on the impact of employing paraphrasing tools in teaching writing in the Palestinian universities. Another remarkable observation is the absence of studies investigating the influence of using paraphrasing tools in improving students' writing capabilities in the Palestinian universities. This lack in the literature inspired the researcher to fill this gap. Therefore, the current research seeks to remedy the gap in the existing literature review by placing a strong emphasis on the effectiveness of using paraphrasing tools in writing courses by EFL students at An-Najah National University, which has never been examined so far by investigating, analyzing, and comparing EFL students' perceptions towards using paraphrasing tools in their academic writing, employing both a qualitative method, exemplified by holding interviews with 17 TEFL and English language majors at An-Najah National University, and a quantitative method exemplified by 50-item questionnaire.

1.12 Summary

This chapter addressed the theoretical background, theoretical framework and a review of related studies on EFL students' perceptions of using paraphrasing tools in writing courses. It was opened by highlighting the high significance of the English language as a global communication tool across all walks of life, as it is considered a prerequisite for success. Not just learning but mastering English language skills is very important, especially in academic writing. To advance language learning efficacy, universities work hard to integrate technology into their teaching methods, offering students online educational frameworks and resources to level up their skills. Hence, the study's primary focus is on investigating the effectiveness of using paraphrasing tools in academic writing from EFL students' perceptions at An-Najah National University. Different points were addressed in this chapter, such as the significance of technology in learning, particularly AI tools such as paraphrasing instruments, indicating that they allow people to access a wealth of information and knowledge, the four fundamental skills of the English language

mainly writing, talking about its challenges and the contribution of paraphrasing tools to addressing these difficulties. Then, the advantages and disadvantages of paraphrasing tools were briefly reviewed, opening the room to look at them in the literature review section widely. It also presented the problem statement, the study objectives, the study questions, the study hypothesis, the significance of the study, and the definitions of terms and operational definitions.

Chapter Two

Methodology and Procedures of the Study

2.1 Introduction

This chapter showcases the methodology used while conducting the research process. It outlines the study design, variables of the study, the study sample and population, the instruments of the study, the validity and reliability of the instruments, the study procedures, the statistical procedures, and statistical data analysis. These procedures are thoroughly examined in every section to ensure the reliability and accuracy of the study results.

2.2 Study Design

To investigate the perspectives of EFL students about using paraphrasing tools in writing courses at An-Najah National University, the study employed a mixed-method approach, which included quantitative and qualitative designs. These two approaches serve to provide fundamental insights into the issue being studied that cannot be fully comprehended using just one approach. Therefore, they function as descriptive and analytical methodologies to evaluate, understand, and analyze the gathered data. The quantitative approach, on the one hand, can be employed with a large sample size, allowing for statistical analysis of the collected data. In this study, this method provided measurable sets of data regarding EFL students' active experiences throughout their writing journey. On the other hand, the qualitative approach opens the door for deeper investigation, offering a valuable interpretation of learners' opinions, attitudes, and their tendency to use paraphrasing tools. Employing both approaches, the researcher demonstrated a thorough, well-documented, and comprehensive understanding of the topic, yielding more trustworthy results.

Paraphrasing tools function as supportive instruments for EFL learners. They aid them in rewriting complex texts, helping them avoid copying the original content, which reduces the likelihood of unintentional plagiarism. For this reason, the present study employed a mixed-methods approach. The quantitative strand provides measurable evidence, whereas the qualitative strand offers rich insights. The researcher's use of a mixed-methods design stems from the necessity of obtaining thorough responses and gathering

rich quantitative and qualitative data. The methodological combination provides fundamental insights into the issue under study that cannot be entirely understood with a single approach.

2.3 Variables of the Study

The current study included the variables below to investigate the perspectives of EFL students about employing paraphrasing tools in writing courses. These variables are classified into independent and dependent variables:

Independent Variables

1. **Gender** which involves two categories (male/female).
2. **Academic level** which involves four categories (first year, second year, third year, and fourth year).
3. **Faculty** which involves two categories (English Language and Literature / TEFL)

Dependent Variables

The perceptions of EFL students at An-Najah National towards using paraphrasing tools in writing courses.

2.4 Study Population and Sample

The study population comprised all EFL students majoring in English language and literature from the Faculty of Arts, as well as those studying methods of teaching English as a foreign language from the Faculty of Education English department at An-Najah National University, totaling approximately 600 students for the academic year (2024-2025). The current study utilized two samples to investigate and compare students' viewpoints about their utilization of paraphrasing tools. The first sample consisted of 240 male and female students in the department of English at An-Najah National University. This sample was a stratified random sample and classified according to three independent variables: gender, academic level, and faculty. The second sample involved 17 male and female students who were interviewed by the researcher. This interview contained six questions related to the study goals. Some of the students were interviewed face-to-face at An-Najah National University campus, and some of them responded to the interview

questions via different online communication tools. Table (1) shows the distribution of the first study sample according to the study's independent variables.

Table (1)

The distribution of the sample according to study independent variables

Variable	Class	Frequency	Percentage %
Gender	Male	63	26.3
	Female	177	73.8
Academic level	First Year	8	3.3
	Second Year	40	16.7
	Third Year	35	14.6
	Fourth Year	157	65.4
Faculty	English Language and Literature	176	73.3
	TEFL Major	64	26.7
Total		240	100.0

2.5 Instruments of the Study

To achieve the main objectives of this study, the researcher used a mixed-approach method of analysis, integrating both quantitative and qualitative study designs. The researcher firstly utilized the quantitative approach to provide a comprehensive discussion and deep analysis of the findings obtained from the questionnaire response and then proceeded to use the qualitative approach to analyze the results collected from interviewees. The researcher's use of the second approach complements the first, as the responses collected from interviewees strongly support, solidify, and confirm those gathered in the questionnaire. The first quantitative instrument was a 50-item questionnaire built upon the previous literature review and the researcher's own experience in the field of promoting writing skills, to suit the issue under investigation and address the gap. The scores of responses were calculated for each item based on a five-point Likert scale for the four domains, which included: (strongly agree =5 points, agree =4 points, neutral = 3 points, disagree = 2 points, and strongly disagree = 1 point). The questionnaire was created to explore EFL students' perspectives about using paraphrasing tools while writing, their merits and demerits, and their role in shaping creative writing future. The process of collecting data took about three months. The researcher randomly distributed the questionnaire in the form of printed copies amongst

English language department students at An-Najah National University in the first two months of conducting the study. However, in the third month, due to some faced limitations, the researcher changed the questionnaire into an electronic version using Google Form and distributed it electronically to TEFL and English language and literature students at An-Najah National University through different communication tools such as social media accounts, including WhatsApp, Messenger, official university accounts, and via personal Emails. The questionnaire comprised of two sections in addition to the introductory paragraph. The first section collected demographic information about the respondents, such as gender, academic level, and faculty. The second section was divided into four main domains which included the following: EFL students' perceptions towards using paraphrasing tools, advantages of employing paraphrasing tools in learning writing, disadvantages of employing paraphrasing tools in leaning writing, and the role of paraphrasing tools in shaping creative writing future.

For the qualitative approach of the study, the researcher carried out interviews with 17 students from the department of English at An-Najah National University from different academic levels. These interviews included six open-ended questions to obtain thorough responses and gain rich qualitative data. Some interviews were conducted face-to-face at An-Najah National University campus, and some of them were carried out using numerous digital communication tools, including Messenger, Email, WhatsApp, Zoom, and voice recordings. This mixed approach allowed for a comprehensive and deep analysis of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University.

2.6 Instruments Validity

To ensure the validity of the questionnaire, it was rated by a jury of experts in the field of testing and evaluation at Al-Quds Open University (QOU), Arab American University of Palestine (AAUP), Palestine Technical University- Kadoorie (PTUK), and University of Malaya (UM). The comments and feedback from the experts and validation committee were thoroughly reviewed and considered to improve and modify the questionnaire's content and wording. This involved deleting, adding, or rephrasing items that needed a modification, resulting in the final version of the questionnaire with a total of 50 items .

Moreover, to validate the questions of the interview, they were examined by experts in the field of TEFL and English language and literature at Al-Quds Open University (QOU), and Arab American University of Palestine (AAUP). After validating the interview questions, the researcher reviewed and considered the comments, including the omission of two questions and modifications proposed for certain questions.

2.7 Reliability of the Questionnaire

Cronbach Alpha formula was used to calculate the test reliability of the questionnaire. The following tables illustrate the results:

Table (2)

Cronbach Alpha test for the EFL students' study tool

Domains	Items	Cronbach Alpha
EFL students' perceptions towards using paraphrasing tools.	9	0.663
Advantages of employing paraphrasing tools in learning writing.	24	0.888
Disadvantages of employing paraphrasing tools in learning writing.	6	0.848
The role of paraphrasing tools in shaping creative writing Future.	11	0.764
Total	50	0.901

Results in Table (2) illustrate that the Cronbach Alpha coefficient ranged from (0.663) to (0.888) for the domains of (EFL students' perceptions towards using paraphrasing tools) and (Advantages of employing paraphrasing tools in learning writing). The total degree of the Cronbach's Alpha coefficient was (0.901). This value is acceptable and excellent for study purposes.

2.8 The Study Procedures

Before implementing the study, the researcher consulted with the supervisor to know the instructions and procedures, which were as follows:

1. After finding the validity and reliability of the instruments (questionnaire and interview questions) by a jury of experts in the field of testing and evaluation, the researcher reviewed the comments and made the modifications needed.
2. The researcher waited for the approval from the Deanship of the Faculty of Graduate Studies at An-Najah National University to begin conducting the study.

3. The researcher identified the study sample and population to apply the study.'
4. Official permission was received from An-Najah National University to distribute the questionnaire and conduct interviews with the department of English students at An-Najah University.
5. The researcher randomly distributed the questionnaire in the form of printed copies among English language department students at An-Najah National University and conducted face-to-face interviews with the 17 EFL students from the department of English from different academic levels during the first two months of the study. However, in the third month, due to encountered limitations, the researcher employed various communication tools to complete the study's implementation. The researcher converted the questionnaire into an electronic version using Google Forms and distributed it through an online link to the chosen sample via social media accounts, including WhatsApp, Messenger, official university accounts, and personal Emails. Then the responses were collected and returned to the researcher for analysis. The total number of returned questionnaire responses was 240. The interviews were conducted through separate Zoom sessions. They were also distributed to the chosen sample via WhatsApp, Messenger, and personal emails, along with copies of the interview questions, to facilitate data collection. The interviews were conducted with 17 EFL students at An-Najah National University and consisted of 6 open-ended questions. After data collection, the researcher used the thematic approach for analysis.
6. The researcher analyzed the collected data using the Statistical Package for Social Sciences (SPSS-17) for quantitative data and the thematic analysis approach for qualitative data.
7. Results were thoroughly discussed, and some recommendations were offered.

The protocol of the interview was created and designed in a certain way to obtain clarity and consistency while gathering qualitative data from the targeted sample (17 EFL students at An-Najah National University). The main goal of collecting these data was to explore EFL students' opinions about their utilization of paraphrasing tools in writing courses at An-Najah National University, assess their impact on students' academic achievement, and address their experiences, whether they were positive or negative,

during this journey. To achieve this purpose, the researcher conducted face-to-face separate interviews ranging from 30 to 35 minutes with male and female English department students at An-Najah National University who were directly involved in using paraphrasing tools. In some cases, the researcher encountered challenges during conducting interviews with students due to the unstable political situation and checkpoints on the roads, which prevented some from reaching the university. Therefore, the researcher resorted to using social media to get data. Hence, the researcher distributed several copies of the interview questions to the chosen sample online via WhatsApp, Messenger, and personal Emails to complete data gathering.

Since students were equally asked to participate and share their views about using these tools while conducting interviews, ethical considerations were taken into account; interviewees were informed that their responses will remain confidential and will be used only for scientific purposes without identifying their names. While many of the interview questions were devoted to exploring the positive effects of using paraphrasing tools in writing courses at An-Najah National University and their indispensable role in offering a goal-planning scheme, they also addressed the possible challenges posed by their use. Undoubtedly, before all these steps, the researcher offered the interview questions to a jury of experts in the field of teaching English as a foreign language at Al-Quds Open University (QOU), and Arab American University of Palestine (AAUP). These specialists confirmed the acceptability of all the interview questions for carrying out the study. The researcher then examined and made some of the proposed modifications.

2.9 Statistical Procedures

The researcher used the following statistical procedures to analyze the data collected to provide answers to the questions of the study and its hypotheses:

1. Means, frequencies, standard deviations, and percentages were used to estimate the relative rate of each item.
2. T-tests of Independent Samples were used to test the assumptions pertaining to the variable of gender.
3. One-Way ANOVA Test was used to test the academic level and faculty variables.

4. Cronbach's Alpha formula was used to test the consistency of the items in the questionnaire.

2.10 Data Analysis

For analytical purposes, the researcher employed the following scale (a five-point Likert scale) to represent the estimation level conveyed by EFL students' responses. To keep the length of the cells on the five-point Likert scale manageable (minimum and maximum limits), the range was calculated ($5-1=4$), by dividing the correct length of the cell ($4/5=0.80$) and adding this value to the lowest point of the scale (1) to reach the highest limit of each cell. Cell limits are clarified as shown in Table (3):

Table (3)

Scale for representing the estimation level of EFL students' responses

Mean	Percentage %	Estimation Level
4.20 and more	84.0 % and more	Very High
3.40-4.19	68.0 – 83.8 %	High
2.60-3.39	52.0 – 67.8 %	Moderate
1.80- 2.59	36.0 – 51.8 %	Low
Less than 1.8	35.9% and less	Very Low

2.11 Summary

This chapter illuminated the various methodologies and procedures applied in the current study. The study utilized a mixed-methods approach to explore the perceptions of EFL students towards the utilization of paraphrasing tools in writing courses at An-Najah National University. The population of the study was composed of English department students at An-Najah National University, a total of approximately 600 for the academic year (2024-2025). The researcher employed two tools to conduct the study: interviews with 17 EFL students at An-Najah National University and a 50-item questionnaire randomly distributed to 240 students who are currently studying English as a foreign language at An-Najah National University. Both instruments were subjected to validation and reliability assessments. The study adopted the thematic analysis (TA) for qualitative findings and statistical analysis for quantitative data using SPSS-17 to analyze the gathered data. Finally, the procedures and the study variables were thoroughly described.

Chapter Three

Results

3.1 Introduction

This study sought to identify EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University. To accomplish this target, the researcher statistically analyzed the results of the questionnaire by using the Statistical Package for Social Sciences (SPSS). The researcher also adopted the thematic analysis (TA) as a method to examine, identify, and illustrate themes or patterns of specific data. The results outlined below are in alignment with the study questions and hypotheses. Therefore, this chapter presents both the quantitative and the qualitative results.

3.2 Results of the Quantitative Data

3.2.1 Results Related to the Main Study Question

What are EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University?

To answer this question, means, standard deviations, and estimation levels were used, with the results shown in Table (4) below.

Table (4)

Means, Standard Deviations, and estimated level of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University in descending order

No.	No. in the Questionnaire	Domains	Means	standard deviations	%	Estimated level
1	1	EFL students' perceptions towards using paraphrasing tools	3.77	0.42	75.4	High
2	2	Advantages of employing paraphrasing tools in learning writing	3.76	0.47	75.2	High
3	4	The role of paraphrasing tools in shaping creative writing Future	3.44	0.53	68.6	High
4	3	Disadvantages of employing paraphrasing tools in learning writing	3.35	0.77	67.0	Moderate
Total			3.58	0.40	71.6	High

Table (4) shows that the total mean score of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University was (3.58) which suggests a high level of estimation. The highest mean was given to the domain (EFL students' perceptions towards using paraphrasing tools) with a mean score of (3.77). The lowest was given to the domain (Disadvantages of employing paraphrasing tools in learning writing) with a mean score of (3.35).

3.2.2 Results related to the First Study Sub-Question

What are EFL students' perceptions of using paraphrasing tools?

To answer this question, means, standard deviations, and estimation levels were used, with the results shown in Table (5) below.

The following table showcases the results of the items:

Table (5)

Means, Standard Deviations, and estimated level of the EFL students' perceptions of using paraphrasing tools in descending order

No.	No. In the Questionnaire	Item	Means	standard deviations	%	Estimated level
1	2	Using online paraphrasing tools saves time and effort.	4.15	0.75	83.0	High
2	1	Paraphrasing tools improve the learning and teaching process	4.13	0.66	82.6	High
3	9	Paraphrasing tools have a significant effect on students' assessments	3.93	0.91	78.6	High
4	8	University students utilize paraphrasing tools to improve their writing.	3.91	0.82	78.2	High
5	6	Using paraphrasing tools is a double-edged weapon	3.86	0.89	77.2	High
6	4	Paraphrasing tools are considered reliable educational sources for both instructors and students	3.75	0.89	75.0	High
7	3	Students become passive when using online paraphrasing tools.	3.57	1.02	71.4	High
8	7	Using paraphrasing tools is challenging	3.52	1.00	70.4	High
9	5	Paraphrasing tools offer inaccurate sources	3.16	0.98	63.2	Moderate
Total			3.77	0.42		High

Table (5) shows that the total mean score of the level of the EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University was (3.77), which suggests a high level of estimation. The highest mean was given to the item (Using online paraphrasing tools saves time and effort) with a mean score of (4.15). The lowest was given to the item (Paraphrasing tools offer inaccurate sources) with a mean score of (3.16).

3.2.3 Results Related to the Second Study Sub-Question

What are the advantages of employing paraphrasing tools in learning writing?

To answer this question, means, standard deviations, and estimation levels were used, with the results shown in Table (6) below.

The following table shows the results of the items:

Table (6)

Means, Standard Deviations, and estimated level of the advantages of employing paraphrasing tools in learning writing in descending order

No.	No. In the Questionnaire	Item	Means	standard deviations	%	Estimated level
1	2	Paraphrasing tools highly aid students in successfully performing their writing- related assignments	4.04	0.81	80.8	High
2	11	Paraphrasing tools simplify complex texts	4.03	0.79	80.6	High
3	1	Paraphrasing tools enhance students' English writing skills	3.99	0.90	79.8	High
4	13	Employing paraphrasing tools increases the effectiveness of the research process.	3.97	0.86	79.4	High
5	12	Students can write down thoughtful ideas by using paraphrasing tools	3.97	0.82	79.4	High
6	17	Paraphrasing tools could be helpful for students who face difficulties in writing	3.95	1.30	79.0	High
7	6	Paraphrasing tools provide a variety of writing styles	3.93	0.85	78.6	High
8	3	Paraphrasing tools pave the way to various educational resources on writing development	3.88	0.79	77.6	High
9	14	Paraphrasing tools enhance the quality of the content	3.87	0.87	77.4	High
10	22	Paraphrasing tools may highly serve qualified students in writing	3.86	0.79	77.2	High
11	4	Using paraphrasing tools boosts students' creative writing capabilities	3.85	0.92	77.0	High
12	7	Paraphrasing techniques put students in the context of the written context.	3.84	0.83	76.8	High
13	8	Paraphrasing tools provide correct sentences and phrases.	3.82	0.77	76.4	High
14	9	Making mistakes in writing can be avoided via the use of paraphrasing tools.	3.81	0.97	76.2	High
15	18	Instructors encourage their students to employ paraphrasing tools as helpful means in their academic writings.	3.77	0.94	75.4	High
16	5	Paraphrasing tools develop learners' critical thinking skills.	3.70	0.99	74.0	High
17	10	Paraphrasing tools contribute to text analysis	3.65	0.91	73.0	High
18	19	The employment of paraphrasing tools by some students leads to inequalities between them	3.62	0.92	72.4	High
19	24	Linguistic and grammatical errors can be identified by using paraphrasing tools.	3.59	0.93	71.8	High
20	20	Paraphrasing tools offer critical perspectives in writing	3.54	0.94	70.8	High
21	16	Using paraphrasing tools ensures that the original context is respected through the process of writing	3.53	0.96	70.6	High
22	15	Paraphrasing tools foster ethical writing practices	3.50	1.05	70.0	High
23	21	Paraphrasing tools encourage collaboration among students outside the classroom	3.46	1.04	69.2	High
24	23	Paraphrasing tools lead to bias in writing	3.14	1.03	62.8	<i>Moderate</i>
Total			3.76	0.47	75.2	High

Table (6) shows that the total mean score of the level of the advantages of employing paraphrasing tools in learning writing was (3.76), which suggests a high level of estimation. The highest mean was given to the item (Paraphrasing tools highly aid students in successfully performing their writing-related assignments) with a mean score of (4.04). The lowest was given to the item (Paraphrasing tools lead to bias in writing) with a mean score of (3.14).

3.2.4 Results Related to the Third Study Sub-Question

What are the disadvantages of employing paraphrasing tools in learning writing?

To answer this question, means, standard deviations, and estimation levels were used, with the results shown in Table (7) below.

The following table shows the results of the items:

Table (7)

Means, Standard Deviations, and estimated level of the disadvantages of employing paraphrasing tools in learning writing in descending order

No.	No. In the Questionnaire	Item	Means	standard deviations	%	Estimated level
1	1	Plagiarism and cheating might rise as a result of using paraphrasing tools.	3.79	1.04	75.8	High
2	2	Paraphrasing tools decrease students' involvement with the content of their writing assignments and projects.	3.53	1.05	70.6	High
3	6	Paraphrasing tools reduce the roles of instructors and students in the writing courses	3.28	1.06	65.6	High
4	4	Paraphrasing tools lessen the value of learning writing courses at colleges and universities.	3.27	1.18	65.4	Moderate
5	5	Paraphrasing tools have negative impacts on students' creative writing.	3.21	1.20	64.2	Moderate
6	3	The content provided by paraphrasing tools is not interconnected and too general	3.06	1.08	61.2	Moderate
Total			3.35	0.77	67.0	Moderate

Table (7) shows that the total mean score of the level of the disadvantages of employing paraphrasing tools in learning writing was (3.35), which suggests a moderate level of estimation. The highest mean was given to the item (Plagiarism and cheating might rise as a result of using paraphrasing tools) with a mean score of (3.79). The lowest was given to the item (The content provided by paraphrasing tools is not interconnected and too general) with a mean score of (3.06).

3.2.5 Results Related to the Fourth Study Sub-Question

What is the role of paraphrasing tools in shaping creative writing future?

To answer this question, means, standard deviations, and estimation levels were used, with the results shown in Table (8) below.

The following table showcases the results of the items:

Table (8)

Means, Standard Deviations, and estimated level of the role of paraphrasing tools in shaping creative writing Future in descending order

No.	No. In the Questionnaire	Item	Means	standard deviations	%	Estimated level
1	6	Training on using paraphrasing tools is necessary for both instructors and students	3.97	0.97	79.4	High
2	10	Paraphrasing tools open doors for learners to contribute to their learning.	3.75	0.89	75.0	High
3	1	Paraphrasing tools alter, improve or possibly challenge the traditional techniques of learning creative writing.	3.69	1.00	73.8	High
4	5	There is a lack of knowledge about the use of paraphrasing tools in teaching and learning writing	3.62	0.95	72.4	High
5	2	The quality of students in the workplace will be highly affected by their use of paraphrasing tools	3.59	0.91	71.8	High
6	11	Concerns about using paraphrasing tools may decline their efficiency	3.42	1.10	68.4	High
7	9	In writing, paraphrasing tools take the role of human labor	3.37	1.08	67.4	Moderate
8	3	Using paraphrasing tools undervalues the teaching styles in writing courses	3.27	1.18	65.4	Moderate
9	8	The resources available for both instructors and students through paraphrasing tools are restricted	3.15	1.04	63.0	Moderate
10	7	Students' writing levels are negatively affected by using paraphrasing tools	3.10	1.17	62.0	Moderate
11	4	Using paraphrasing tools leads to undesirable outcomes	2.84	1.21	56.8	Moderate
Total			3.44	0.53	68.6	High

Table (8) shows that total mean scores of the level of the role of paraphrasing tools in shaping creative writing future was (3.44), which suggests a high level of estimation. The highest mean was given to the item (Training on using paraphrasing tools is necessary for both instructors and students) with a mean score of (3.97). The lowest mean was given to the item (Using paraphrasing tools leads to undesirable outcomes) with a mean score of (2.84).

3.3 Results related to the Study Hypotheses

3.3.1 Results Related to the First Study Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to gender.

To provide an answer to this hypothesis, independent sample t-tests were used. Table (9) presents the results below.

Table (9)

Independent two-sample t-test result of the EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to gender

Domain	Category	N	Mean	S. D	t	Sig.*
EFL students' perceptions towards using paraphrasing tools	Male	63	3.85	0.37	1.627	0.105
	Female	177	3.75	0.44		
Advantages of employing paraphrasing tools in learning writing	Male	63	3.87	0.42	2.007	0.046*
	Female	177	3.73	0.48		
Disadvantages of employing paraphrasing tools in learning writing	Male	63	3.45	0.83	1.142	0.255
	Female	177	3.32	0.74		
The role of paraphrasing tools in shaping creative writing future	Male	63	3.59	0.51	2.655	0.008*
	Female	177	3.38	0.53		
Total degree	Male	63	3.69	0.38	2.485	0.014*
	Female	177	3.54	0.39		

*. The mean difference is significant at the 0.05 level.

Table (9) illustrates that there are statistically significant differences at ($\alpha = 0.05$) between the mean scores of male EFL students' perceptions ($M = 3.69$, $SD = 0.38$) and female EFL students' perceptions ($M = 3.54$, $SD = 0.39$) towards using paraphrasing tools in writing courses at An-Najah National University due to gender with $t = 2.485$, $P = 0.014^*$. This significant value (0.014) is less than (0.05). These differences are in favor of the male level due to the mean of (3.69) while the female level mean was (3.54).

For the domains, there are statistically significant differences in the domains of (Advantages of employing paraphrasing tools in learning writing) and (The role of paraphrasing tools in shaping creative writing future) in favor of the male level due to the

means of (3.87 and 3.59), while the means of the female level are (3.73 and 3.38).On the contrary, there are no statistically significant differences in the domains of (EFL students' perceptions towards using paraphrasing tools) and (Disadvantages of employing paraphrasing tools in learning writing).

3.3.2 Results Related to the Second Study Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL Students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level.

To answer this hypothesis, One Way ANOVA test was used. Tables (10) and (11) present the results.

Table (10)

Frequencies, Means, and Standards Deviations of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level for the total degree

(Total Degree)	Academic level	N	Mean	S. D
EFL students' perceptions towards using paraphrasing tools in writing courses	First Year	8	3.68	0.17
	Second Year	40	3.57	0.39
	Third Year	35	3.60	0.43
	Fourth Year	157	3.58	0.40
	Total	240	3.58	0.40

Table (10) shows that there are differences in the mean scores of participants' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level, with a total mean of (3.58). A one-way ANOVA test was used to calculate these differences. The results are presented in Table (11) in appendix (E) below.

Table (11) illustrates the results of the one-way ANOVA test which show that there are no statistically significant differences at ($\alpha= 0.05$) in the mean scores of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level. The significant value was (0.900) which is more than (0.05). Also, there are no statistically significant differences in the domains of (EFL

students' perceptions towards using paraphrasing tools, advantages of employing paraphrasing tools in learning writing, disadvantages of employing paraphrasing tools in learning writing, and the role of paraphrasing tools in shaping creative writing Future).

3.3.3 Results Related to the Third Study Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to faculty.

To answer this hypothesis, independent sample t-tests were used. Table (12) in appendix (E) presents the results.

Table (12) demonstrates that there are no statistically significant differences at ($\alpha= 0.05$) between the mean scores of English Language and Literature Students' perceptions ($M= 3.59$, $SD= 0.41$) and TEFL majors ($M= 3.55$, $SD= 0.36$) towards using paraphrasing tools in writing courses at An-Najah National University due to faculty with $t = 0.775$, $P = 0.439$. The significant value was (0.439) which is more than (0.05). Also, there are no statistically significant differences in the domains of (EFL students' perceptions towards using paraphrasing tools, advantages of employing paraphrasing tools in learning writing, disadvantages of employing paraphrasing tools in learning writing, and the role of paraphrasing tools in shaping creative writing future).

3.4 Results of the Qualitative Data

To collect the qualitative data, the researcher interviewed 17 male and female students majoring in Methods of Teaching English as a Foreign Language and English Language and Literature at An-Najah National University. For data analysis, the researcher used the thematic analysis approach. According to Braun & Clark (2021), the thematic analysis approach is a method adopted for examining, identifying, and illustrating patterns or themes of specific data. TA centers on certain themes. It depends on thoroughly arranging and summarizing the qualitative data, as well as integrating, assessing, and analyzing various aspects of the study to create meaningful connections and gain a deeper understanding. Figures (1) & (2) show the main themes of the study and their sub themes. While collecting answers from 17 students to each question, the researcher observed

similar answers or, in some cases, repeated ones for the same question. This is because some of them share the same point of view, having gone through the same experiences.

3.4.1 Results Related to the First Study Sub-Question

What are EFL students' perceptions of using paraphrasing tools?

To answer this question, the researcher investigated EFL students' viewpoints at An-Najah National University about using paraphrasing tools in their academic writing by asking them the question:

“Have you ever used paraphrasing tools? Which ones did you use if the answer is “yes”? Which ones do you prefer, and why?”

The majority of students answered **“Yes”**. According to their answers, all of them use QuillBot, and a few of them use other tools such as Grammarly, Paraphrase Online, and Spinbot in addition to QuillBot. Most students preferred using QuillBot because it's free and easy to use. Further, it provides accurate information and varied paraphrasing options, serves well in rephrasing the sentences while maintaining the same meaning, helps improve the clarity and fluency of writing, and offers different modes as evidenced in the excerpt: *“I prefer QuillBot because it offers different rewriting modes like "Standard", "Fluency", and "Creative", which help me choose the best version depending on the task. It also maintains the original meaning while improving sentence structure and vocabulary, which helps me express my ideas more clearly”* (Int.St8).

Another student claimed using paraphrasing tools to save time, as illustrated in the excerpt: *“Yes, I have used paraphrasing tools like QuillBot, Spinbot, and Paraphrase Online. I prefer QuillBot because it saves time and effort and offers more accurate and natural-sounding rewrites compared to others.”* (Int.St4).

Another student highlighted that using paraphrasing tools gives control over the synonyms it suggests and allows adjusting the "fluency" level as narrated by student 9 in the excerpt: *“I primarily use Quillbot and Paraphrase Tool, but I've also tried Spinbot and Grammarly's rephrasing feature. I prefer Quillbot because it gives me control over the synonyms it suggests and allows me to adjust the "fluency" level. This helps me maintain my voice while still reformulating ideas”* (Int.St9).

3.4.2 Results Related to the Second Study Sub-Question

What are the advantages of employing paraphrasing tools in learning writing?

To answer this question, the researcher investigated EFL students' perspectives at An-Najah National University about the advantages of employing paraphrasing tools in learning writing by asking them the following questions:

“What are the main reasons for using paraphrasing tools?”

“How can employing paraphrasing tools develop your writing skills?”

The researcher adopted the thematic analysis (TA) method to examine, identify, and illustrate themes or patterns of the collected data and then arranged and summarized them, identifying the main themes and sub-themes as follows:

4.4.2.1 Main Theme 1: The Benefits of Using Paraphrasing Tools

Sub-theme 1.1: Avoiding Plagiarism

The majority of the students reported several benefits of using paraphrasing tools. For example student (1) maintained that students primarily use paraphrasing tools to avoid plagiarism by expressing ideas in original wording as shown in this excerpt: *"The main reasons for using paraphrasing tools are to avoid plagiarism, improve writing clarity, and save time."* (Int.St1).

Another student claimed that paraphrasing tools assist them in comprehending the written content, simplify the intricate pieces of the text, and help them produce another version of the work instead of duplicating the same source as evidenced by student (3) in the excerpt *"They help me to rewrite the text in another way instead of copying the text as it is from the source."* (Int.St3).

Another student shared the same perspective, highlighting the role of paraphrasing tools in assisting students in rewriting their ideas when they struggle to express them independently. This perception is illustrated in the excerpt: *"I use these tools when I understand a concept, but struggle to express it in my own words in English."* (Int.St9).

Sub-theme 1.2: Enhancing Vocabulary and Language Awareness

Students benefit from learning new vocabulary and improving their overall language proficiency. Most students reported that using paraphrasing tools is beneficial for acquiring new vocabulary by offering alternative sentences and terms, which in turn enhances their language skills. For example, student 3 said, "*Paraphrasing tools expand my vocabulary and show me alternative sentence structures.*" (Int.St3).

Likewise, student (13) alleged that employing paraphrasing tools expands learners' cognitive skills by offering diverse ways to express the original ideas such as changing from active to passive voice, providing different forms of structures as presented in the excerpt: "*paraphrasing tools offer a lot of alternative phrases and different sentence structures, change from active to passive voice, and provide different forms of sentences that hold the meaning of the original ones.*" (Int.St13).

One of the students highlighted the significant role that paraphrasing tools play in improving grammar and sentence style, stating that when learners compare their writing with that written by paraphrasing tools, they can identify their grammatical errors and correct them, and consequently enhance the overall style of the text. This is displayed by student (11) in the excerpt: "*By comparing my writing with the paraphrasing tool's version, I learn how to improve grammar and style.*" (Int.St11).

Sub-theme 1.3: Improving Writing Clarity and Structure

The tools contribute to better organization and clarity in student writing. Numerous students who took part in this study asserted that using paraphrasing tools improved their writing skills and facilitated the process of writing. They demonstrated the benefits of these tools in writing proficient research papers and expressed their satisfaction with them. Student (2), for example, reported that paraphrasing tools simplify sophisticated sentences and introduce clear concepts as stated in the excerpt: "*They help rephrase complex sentences and enhance clarity.*" (Int.St2).

Another student announced that paraphrasing tools enabled her to rewrite complex sentences correctly, specifically when she faced some difficulties in rephrasing or sentence structure, as a result generating better writing styles as shown in following

excerpt by student (8): *"These tools help me express the same ideas in a better way, especially when I don't know how to rephrase something correctly."* (Int.St8).

Other students emphasized the significant importance of employing paraphrasing tools in writing scientific papers, as they offer students various ways to express ideas, enabling them to craft more effective sentences and construct coherent paragraphs. Consequently, students will consciously develop their writing capabilities. This point of view is displayed in the excerpt:

"It helps to express ideas in different ways and write better sentence structures." (Int.St10).

Sub-theme 1.4: Saving Time and Increasing Efficiency

Many students found paraphrasing tools helpful in managing their academic workload effectively. Hence, by the proper use of these paraphrasing tools, students can manage their time precisely through allocating specific time for each section they write, especially those who write their dissertations. They often use them to save time when they revise and edit portions of their written works, as narrated by student (8) in the excerpt: *"They save my time when I'm editing or rewriting parts of my assignments."* (Int.St8).

In today's technological era, employing online aiding tools, especially in learning a foreign language, has become indispensable. Many students utilize paraphrasing tools to save time and assist in paraphrasing and summarizing, rather than writing on their own, especially when they struggle to rephrase specific terms manually. This is what student (5) stated in the excerpt: *"We should use technology to save time; these tools are better for summarizing things."* (Int.St5).

Other students pointed out the advantages of using paraphrasing tools; most of them preferred using QuillBot because it is free, multilingual, and available anytime, and provides students with immediate correction, as evidenced in the excerpt: *"It's free and helps in different languages, so it's efficient."* (Int.St17).

Sub-theme 1.5: Acting as a Learning Aid

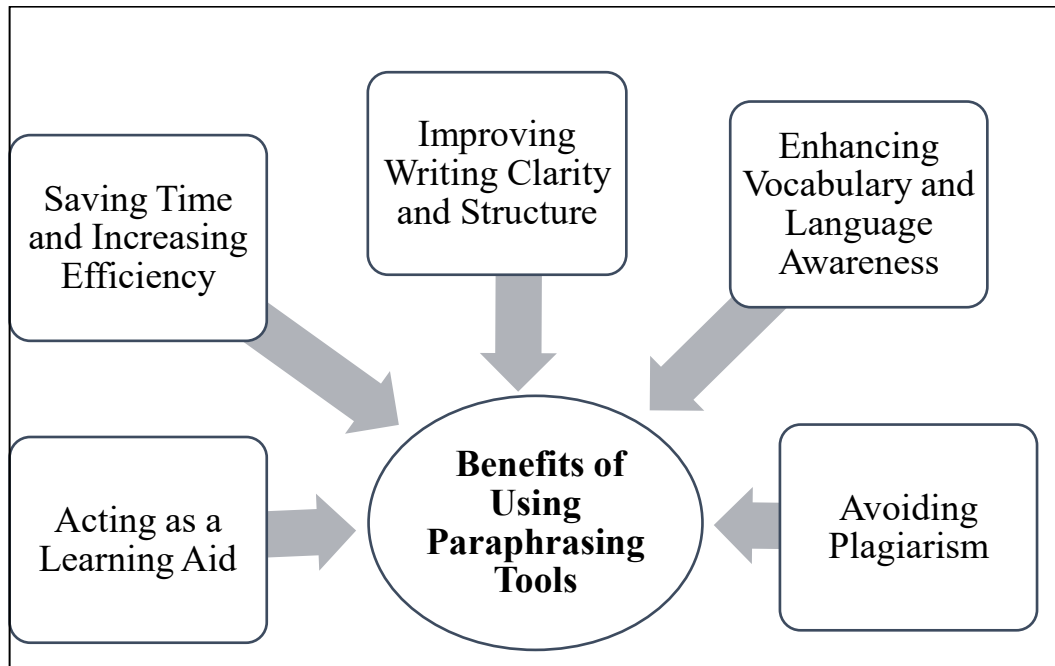
When used critically, paraphrasing tools function as supportive learning tools rather than as replacements. For example, student (9) maintained that paraphrasing tools work as guiding instruments for second language learners when used consciously; they aid students by showing them how they function when rephrasing a content like changing from active to passive voice, segmenting long sentences, and expanding short ones, which has contributed in identifying issues related to students own writing and addressing these flaws by providing alternative sentence structures and vocabulary. These practices developed learners' capacities in comparing the source text and the paraphrased one, which sharpens their minds in comprehending precise English language as indicated in the excerpt: *"When used consciously as a learning aid, these tools have become like an additional writing tutor."* (Int.St9).

Another student reported that paraphrasing tools can highly improve students' critical thinking and writing skills because when these tools provide learners with a new version of the original work, they can assess the differences between their writing and the paraphrasing tools' version. Hence, they can identify the gaps, correct errors, gradually improve their language skills, make better changes in their writing level, and eventually master the second language. This is highly outlined in the excerpt: *"By evaluating the differences between my version and the tool's version, I gradually will acquire such skills and start to make such changes by myself."* (Int.St14).

Many students claimed that the overuse of paraphrasing tools reduces creativity, especially when students rely excessively on these tools instead of thinking. But, they also declared that employing these tools wisely fosters innovation by introducing various language constructions and a lot of wordings as exemplified in the excerpt: *"They support creativity by showing different ways to structure sentences and expand vocabulary."* (Int.St2).

Figure (1)

Main theme1 (Benefits of Using Paraphrasing Tools) and its sub-themes



3.4.3 Results Related to the Third Study Sub-Question

What are the disadvantages of employing paraphrasing tools in learning writing?

To answer this question, the researcher investigated EFL students' perspectives at An-Najah National University about the disadvantages of employing paraphrasing tools in learning writing by asking them the following questions:

- "What are your concerns about using paraphrasing tools?"
- "Do you think that using paraphrasing tools violates the writing ethics?"
- "Do you think, as an EFL student, that using paraphrasing tools reduces your critical thinking and kills creativity? Explain."

The researcher adopted the thematic analysis (TA) method to examine, identify, and illustrate themes or patterns of the collected data and then arranged and summarized them, identifying the main themes and sub-themes as follows:

4.4.3.1 Main Theme 2: Concerns about Using Paraphrasing Tools

Sub-theme 2.1: Over-reliance and Weakening of Writing Skills

Students are concerned that the frequent use of paraphrasing tools may lead to dependency and a decline in independent thinking. They also worried that some paraphrasing tools might be inaccurate and sometimes introduce incorrect paraphrased texts. For example, they might alter the true meaning of the source text, and usually provide incomplete sentences and faulty grammar, which reduce students' paraphrasing skills and their writing as emphasized by student (1) in the excerpt: *"Relying too much on these tools might weaken my own writing and paraphrasing skills."* (Int.St1).

As English is the prevalent language all over the world, students will not succeed in any field they aspire to if they are not proficient in this language. Most of the students contended that overdependence on paraphrasing tools restricts critical thinking and gradually kills creativity. For instance, student (17) argued that if students use paraphrasing tools all the time to do their assignments and academic papers, this will hinder their creative thinking. They won't effectively learn the second language as mentioned in this excerpt: *"If students depend too much on them, this will limit creativity and critical thinking."* (Int.St17).

Another student highlighted a crucial point about using paraphrasing tools, which is that these tools continue to evolve in tandem with technological advancements. Therefore, learners should be very aware when using these tools and should be self-reliant at the same time. The content produced by these tools might be inaccurate, so it shouldn't be taken for granted. Hence, scholars should wisely use these tools, as illustrated by student (5) in the excerpt: *"These tools may hinder development as researchers if misused."* (Int.St5).

Sub-theme 2.2: Loss of Original Meaning and Unnatural Output

Some responses highlighted how paraphrasing tools occasionally alter intended meanings or produce awkward sentences, which impact the clarity of writing. Sometimes, these tools cannot fully grasp the text's meaning as a human can, and may generate a new version that deviates significantly from the original, conveying entirely different ideas, especially when altering sentence structure. Therefore, the probability of producing

inaccurate or grammatically incorrect sentences rises as reported by student (1), student (3), and student (8) in the following excerpts:

- "Sometimes the grammar or sentence structure may sound unnatural." (Int. St 1).
- "Sometimes they produce grammatically incorrect sentences." (Int. St 3).
- "The tools may change the original meaning of the sentence or make it sounds too formal." (Int. St 8).

Sub-theme 2.3: Ethical Concerns and Academic Integrity

The ethical dimension of the usage of paraphrasing tools emerged strongly in the interviews. However, to ensure academic integrity, students shouldn't copy and paste the generated information by paraphrasing tools without thoroughly comprehending the content and adding their touch. Otherwise, the produced work will be unethical as explained by student (2) in the excerpt: *"If students copy and paste the output without understanding or citing the source, then it can be considered unethical."* (Int. St 2)

Student (13) argued that using the exact text without manual modification constitutes a violation of writing ethics. The issue depends on how these tools used; if they're employed basically to help students understand the original text to enable them paraphrase it then it's considered ethical, but if students just cut the paraphrased work and paste it, then it is regarded unethical as shown in the excerpt: *"It depends on how it is used; cutting and pasting directly absolutely violates research ethics."* (Int. St 13)

Another student stated that paraphrasing tools can be seen as a form of cheating if not used responsibly. Learners should be cautious while using these tools to avoid plagiarism, as reported by student (17) in the excerpt: *"Sometimes this tool is seen as cheating. If you take information that other researchers have found, paraphrase it, and write it in your research, you must make a citation."* (Int. St 17).

Sub-theme 2.4: Reduction of Critical Thinking and Creativity

A recurring concern of using paraphrasing tools is that excessive use may stifle students' creativity and independent thought. Student (13) claimed that depending entirely on paraphrasing tools decreases learners' writing capabilities and critical thinking skills. In this case, these tools will function on their behalf, so the generated information will not

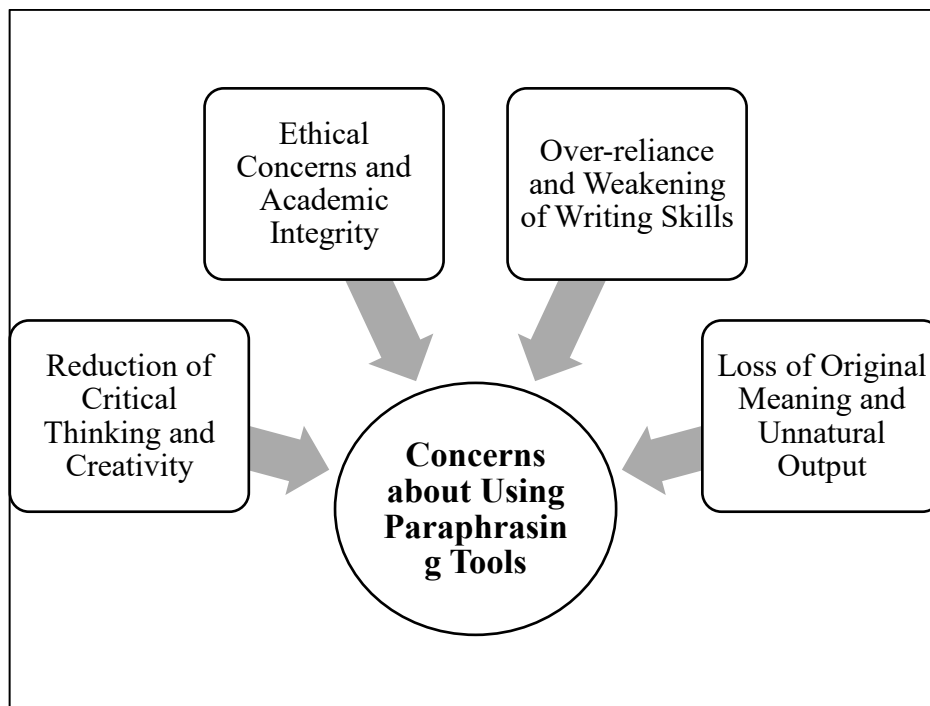
be theirs. This absolutely will hinder students' linguistic improvement, as shown in the excerpt: *"Yes, using them minimizes critical thinking skills because the produced data will not be ours."* (Int. St 13)

Student (11) confirmed the same idea, stating that relying excessively on these tools stops thinking, consequently, negatively impacting creativity. However, the student also declared that employing them as supporting instruments help learners to result in better writing, opening the floor for them to express their thoughts reliably as evidenced in the excerpt: *"If I depend on the tool too much and stop thinking of my ideas, it can affect my critical thinking."* (Int. St 11)

Another student maintained that paraphrasing tools restrict involvement with the text when students take the rephrased text as it is without making modifications, which will weaken the learners 'cognitive skills. These tools become supporting learning tools rather than a crutch if students understand how to use them effectively, approach them with care, and assess their outputs critically, as illustrated by student (9) in the excerpt: *"It bypasses the cognitive process that helps develop language skills and creativity."* (Int. St 9).

Figure (2)

Main theme 2 (Concerns about Using Paraphrasing Tools) and its sub-themes



3.4.4 Results Related to the Fourth Study Sub-Question

What is the role of paraphrasing tools in shaping creative writing future?

To answer this question, the researcher examined EFL students' perspectives at An-Najah National University about the role of paraphrasing tools in shaping their creative writing future by gathering unique Insights from students by observing their answers to the six interview questions as follows:

4.4.4.1 Unique Insights from students

Some students provided deeper and more reflective insights:

Student (9) emphasized privacy concerns and instructors' perceptions, stating that these tools occasionally change the source meaning, introduce challenging terms that students don't usually encounter, and sometimes provide inaccurate paraphrased sentences that show other meanings. The same student also highlighted that instructors consider students' works as plagiarism if they detect that the academic content is the production of these tools, as indicated in the excerpt: *"There's also the issue of privacy when pasting academic content into these platforms. Instructors might view my work as less authentic."* (Int. St 9).

Student (16) viewed AI as an educational partner, indicating that artificial intelligence is a teacher and works as a basic guide for students. Learners explore various research topics, observing how AI paraphrases, organizes paragraphs, and introduces diverse sentence styles. They then write their academic papers in accordance with research ethics. They definitely learn by applying those insights to their writing. This increases the expansion of the researcher's paraphrasing skills as illustrated in the excerpt: *" Artificial intelligence is a teacher, I simply try more than one type of research on the artificial intelligence program that I use and I notice every time it paraphrases how it arranges and writes the research after making sure that what written is appropriate for the research standards and its systems, then I write down my notes and apply them, in this way I learn."* (Int.St16). So, AI functions as a reference for scholars, researchers, and students if it is used properly.

Student (5) offered a philosophical note on balance, pointing out that it is true that we live in the era of innovation, but students should strike a balance between their writing and

the writing of paraphrasing tools. These tools are a double-edged weapon that must be employed accurately and properly as aiding tools to respect research ethics and avoid academic problems, as exemplified in the excerpt: *"We are in the era of technology, paraphrasing tools are a double-edged sword; if we misuse them, we face academic problems."* (Int.St5).

3.5 Summary

Chapter four presented the main results of the current study. The findings addressed both quantitative and qualitative data analysis. Concerning the significant quantitative findings, the study revealed that employing paraphrasing tools to improve students' English language skills is an efficient strategy that significantly leads to remarkable improvements in EFL writing skills. However, the qualitative results demonstrated that EFL students had positive tendencies towards utilizing paraphrasing tools in their academic writing. Thematic analysis was used to analyze their responses. The themes covered issues like unique insights from EFL students about employing paraphrasing tools in shaping a creative writing future, benefits of using paraphrasing tools, and concerns about using paraphrasing tools related to ethical considerations and academic integrity, overreliance, loss of original meaning, and weakening of critical thinking skills.

Chapter Four

Discussion, Conclusion, and Recommendations

4.1 Introduction

This chapter discusses EFL students' perspectives on the impact of using paraphrasing tools in writing courses at An-Najah National University, according to the study results. The study employed quantitative and qualitative analyses of the study tool by discussing each theme and each domain in the interview and the questionnaire, respectively. The chapter also presents the conclusion, outlines the study's limitations, and proposes recommendations regarding EFL students' perceptions of using paraphrasing tools in writing courses at An-Najah National University.

4.2 Discussion of the Research Questions

4.2.1 Discussion of Results of the Main Research Question

What are EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University?

According to the study's results, the researcher observed that the estimation level of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University was "high". The levels of estimation of the domains (EFL students' perceptions towards using paraphrasing tools, advantages of employing paraphrasing tools in learning writing, and the role of paraphrasing tools in shaping creative writing future) were high; while the level of estimation of the domain (Disadvantages of employing paraphrasing tools in learning writing) was moderate. The highest mean was given to the domain (EFL students' perceptions towards using paraphrasing tools) with a mean score of (3.77), which suggests a high level of estimation. In the second rank was the domain (Advantages of employing paraphrasing tools in learning writing) with a mean score of (3.76), which suggests a high level of estimation. The third rank was given to the domain (The role of paraphrasing tools in shaping creative writing future) with a mean score of (3.44), which also suggests a high level of estimation. The fourth and lowest mean was given to the domain (Disadvantages of employing paraphrasing tools in learning writing) with a mean score of (3.35), which had a moderate level of estimation.

The researcher attributes these results to the fact that EFL students perceive the advantages of employing paraphrasing tools in learning writing as significant, but the disadvantages of employing paraphrasing tools in learning writing as minimal. The researcher believes that incorporating paraphrasing tools into teaching resources, especially in writing classes, affects students' academic achievement positively. In the first place, the use of paraphrasing tools reinforces students' writing abilities by suggesting different synonyms of the same word, allowing learners to choose the most appropriate one. In the second place, the employment of these tools raises students' enthusiasm and self-confidence by offering immediate correction. In the third place, these tools aid learners, particularly non-native speakers, to express their thoughts fluently. They also simplify complex texts, clarify unclear sentences for better understanding, condense long texts into more concise and meaningful ones, and expand short pieces of text. In the fourth place, utilizing paraphrasing tools as supporting instruments helps rewrite the text in another way instead of copying it as it is from the source, fostering academic integrity and saving time. However, the researcher views the usage of paraphrasing tools in academic writing as a double-edged weapon. They have opposing sides in addition to their positive ones; these adverse effects stem from learners' overreliance on these tools, resulting in awkward expressions, a lack of critical thinking skills, and a lack of human communication as well. Hence, students should strike a balance between their creative writing and assistance from paraphrasing tools while using them in writing. They should utilize them as supportive resources rather than alternatives for fostering innovative thinking. All in all, students' perspectives provide positive insights towards using paraphrasing tools in writing because their benefits outweigh their drawbacks.

4.2.2 Discussion of Results of the First Study Sub- Question

What are EFL students' perceptions towards using paraphrasing tools?

The results show that the total mean score of the level of EFL students' perceptions towards using paraphrasing tools was (3.77), which means a high level of response. The highest means were given to the items (Using online paraphrasing tools saves time and effort, paraphrasing tools improve the learning and teaching process, and paraphrasing tools have a significant effect on students' assessments), which are positive traits for using paraphrasing tools in the learning process. The lowest means were given to the

items (Paraphrasing tools offer inaccurate sources, using paraphrasing tools is challenging, and students become passive when using online paraphrasing tools). That means paraphrasing tools stem from online applications, which are new in the learning process.

The researcher attributes these results to the fact that paraphrasing tools are a new technological aid in the learning process, which facilitates learning to write in the English language. The researcher believes that AI tools, specifically paraphrasing tools, play a pivotal role in developing the learning process. They assist in identifying learners' strengths and weaknesses. For instance, paraphrasing tools promote personalized learning by allowing students to receive real-time feedback that meets their needs, assess their writing, and have more control over their learning process, including what, when, and how they learn. Therefore, they have a more active role in their education. So, this strategy grants students the freedom to uncover their learning abilities, especially in writing, and makes the process of learning a second language more pertinent and enjoyable. This results in an improvement in students' academic achievement. However, paraphrasing tools should be used wisely and carefully because sometimes they provide inaccurate texts. Hence, students shouldn't become passive when using these tools.

These results from the students' perspectives on the role of using paraphrasing tools in improving writing skills are in line with previous studies, specifically in underscoring their significant effect on students' assessment. For example, the results of Daguiani's (2018) study showed an enhancement of EFL learners' academic writing when they exercised paraphrasing outside the classroom. Moreover, Hei and David (2015) indicated that learners can use paraphrasing tools to aid them in different issues, such as organizing their thoughts, transforming them into text, and manipulating phrases. Thereby, learners will produce excellent texts that are free from plagiarism as well. These findings also agree with Adams & Chuah's (2022) results, which indicated that paraphrasing is a vital activity that fosters learners' critical thinking skills and creative talents.

Moreover, the results are consistent with the findings of some studies like Barrot (2023) who revealed that AI-powered tools can be employed in language translation and interpretation; learners can use them to produce the necessary input and output of the language, helping them improve their acquisition of language, (Nazari, Shabbir, &

Setiawan, 2021) who indicated that through formative evaluation and feedback, AI-powered writing tools could be an excellent resource for learning behavior improvement and attitudinal technology adoption, Song & Song (2023) who found improvement in various writing skills such as vocabulary, organization, grammar, and coherence, and finally, Fadli, Wahyudi, & Ahmad (2024) who found that Wordtune is very beneficial for students in enhancing their writing capabilities, especially in issues pertained to sentence structure, linguistic choices, and general textual patterns. In addition, the results of this question revealed some worries about using paraphrasing tools, as maintained by Subaveerapandiyan, Kalbande, & Ahmad (2025), who found that despite AI tools introducing clear and organized ideas, they pose worries related to ethical transparency, inaccuracy, originality, and over-reliance.

4.2.3 Discussion of Results of the Second Study Sub- Question

What are the advantages of employing paraphrasing tools in learning writing?

The results show that the total degree of the advantages of employing paraphrasing tools in learning writing was (3.76), which suggests a high level of estimation. EFL students' perceptions were high towards the advantages of paraphrasing tools in the items (paraphrasing tools highly aid students in successfully performing their writing- related assignments, paraphrasing tools simplify complex texts, paraphrasing tools enhance students' English writing skills, employing paraphrasing tools increase the effectiveness of the research process , students can write down thoughtful ideas by using paraphrasing tools, paraphrasing tools could be helpful for students who face difficulties in writing, paraphrasing tools provide a variety of writing styles, paraphrasing tools pave the way to various educational resources on writing development, paraphrasing tools enhance the quality of the content, paraphrasing tools highly serve qualified students in writing, using paraphrasing tools boosts students' creative writing capabilities, paraphrasing techniques put students in the context of the written context, paraphrasing tools provide correct sentences and phrases., making mistakes in writing can be avoided via the use of paraphrasing tools, instructors encourage their students to employ paraphrasing tools as helpful means in their academic writings, paraphrasing tools develop learners' critical thinking skills, paraphrasing tools contribute to text analysis, the employment of paraphrasing tools by some students leads to inequalities between them, linguistic and grammatical errors can be identified by using paraphrasing tools, paraphrasing tools offer

critical perspectives in writing, using paraphrasing tools ensures that the original context is respected through the process of writing, paraphrasing tools foster ethical writing practices, and paraphrasing tools encourage collaboration among students outside the classroom). On the contrary, EFL students' perceptions are moderate towards the advantage of paraphrasing tools in the item (paraphrasing tools lead to bias in writing).

The majority of results in the second question showed relatively high positive responses towards using paraphrasing tools, indicating that the advantages of employing paraphrasing tools in learning writing were to high degree, but the disadvantages of employing paraphrasing tools in learning writing were to a low degree. These results are in harmony with those reported by (Fitria, 2021; Sulistyaningrum, 2021), and Rahmayani (2018), who stated that these tools aid students in various writing aspects like grammar and spelling correction and allow students to enhance their quality of writing and structure of the sentence by using different strategies such as word processing, altering word order, producing various styles of sentences via the use of passive and active voice, and using synonyms. They recommended utilizing these tools as they have gained significant popularity and can considerably help students produce professional work based on coherent ideas and concepts. Besides, these outcomes also go in line with Suseno (2024), who noted that writing is the most critical skill compared to the other three (reading, speaking, and listening) because it calls for learners to think about capitalization, vocabulary, spelling, punctuation, word choices, paragraph unity, grammar, and citation. So it is the most challenging skill that needs a double focus. Whereas a study by Miranda (2022) has shown an opposite trend; the researcher identified concerns related to quality, reliability, accuracy, and restrictions of these tools.

4.2.4 Discussion of Results of the Third Study Sub- Question

What are the disadvantages of employing paraphrasing tools in teaching writing?

The results show that the total degree of the disadvantages of employing paraphrasing tools in learning writing was (3.35), which suggests a moderate level of estimation. EFL students' perceptions were high towards the disadvantage of using paraphrasing tools listed in the items (plagiarism and cheating might rise as a result of using paraphrasing tools, paraphrasing tools decrease students' involvement with the content of their writing assignments and projects, and paraphrasing tools reduce the roles of instructors and

students in the writing courses), while they were moderate towards the disadvantages of paraphrasing tools in the items (paraphrasing tools lessen the value of learning writing courses at colleges and universities, paraphrasing tools have negative impacts on students' creative writing, and the content provided by paraphrasing tools is not interconnected and too general). The results align with Suseno's (2024) findings, which suggest that participants focused more on using word equivalences than on changing grammatical structures. The interviews revealed that the learners faced various difficulties related to language when paraphrasing sections of texts, especially literature reviews, such as a lack of comprehension of the original text and using proper vocabulary. Accordingly, they can't effectively grasp the essence of the meaning, leading to the use of inappropriate terms or incorrect word placement in the text.

Furthermore, the question results also align with the findings of studies conducted by Song & Song (2023) and Huang, Zou, Cheng, Chen, & Xie (2023), who voiced their worries about the negative effects of using paraphrasing instruments on language learning, which result from learners' overreliance on these tools, lack of critical thinking skills, and lack of human communication on one hand and the violation of research ethics and issues related to data precision on the other hand.

4.2.5 Discussion of Results of the Fourth Study Sub- Question

What is the role of paraphrasing tools in shaping creative writing Future?

The results show that the total means score of the role of paraphrasing tools in shaping creative writing in the future was (3.44), which suggests a high level of estimation. According to EFL students perceptions towards the role of paraphrasing tools in shaping creative writing in the future, the levels of estimation of the items (training on using paraphrasing tools is necessary for both instructors and students, paraphrasing tools open doors for learners to contribute to their learning, paraphrasing tools alter, improve or possibly challenge the traditional techniques of teaching creative writing, there is a lack of knowledge about the use of paraphrasing tools in teaching and learning writing, the quality of students in the workplace will be highly affected by their use of paraphrasing tools, and concerns about using paraphrasing tools may decline its efficiency) are high. On the other hand, the items (in writing, paraphrasing tools take the role of human labor, using paraphrasing tools undervalues the teaching styles in writing courses, the resources

available for both instructors and students through paraphrasing tools are restricted, students' writing levels are negatively affected by using paraphrasing tools, and using paraphrasing tools leads to undesirable outcomes) have a moderate level of estimation.

The results of this question corroborate the findings of (Edmett, Ichaporia, Crompton, & Crichton, 2023; Sari, 2023; Nishanthi, 2018), who underscored the importance of mastering the English language; learners can highly prime this language by the use of AI tools. For example, Sari (2023) reported that achieving proficiency in the English language is very vital for people who aspire to a prosperous future full of success in professional, personal, and academic environments, as this language facilitates pursuing educational goals, establishing global partnerships, and paving the way for a bright workplace future internationally. Meanwhile, (Edmett, Ichaporia, Crompton, & Crichton, 2023) and Nishanthi (2018) indicated that as the need for English mastery increases, teachers and researchers are continuously looking for innovative techniques to boost the acquisition of language and develop overall skills advancement. Paraphrasing tools are examples of these techniques in which students enhance their English language competencies, paving the way for more employment opportunities for those who want to attain better jobs in the globalized labor market.

The researcher attributes these results to the fact that EFL students voiced their positive perceptions of the significant role of paraphrasing tools in shaping the future of creative writing. The researcher believes that the use of paraphrasing tools facilitates the process of rephrasing for students and enhances their acquisition of the English language, paving the way for a bright future.

4.3 Discussion of The Research Hypothesis

4.3.1 Discussion of the results of the First Research Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to gender.

Results show that there are statistically significant differences at ($\alpha= 0.05$) between the mean scores of EFL students' perceptions towards using paraphrasing tools in writing

courses at An-Najah National University due to gender. The significant value was (0.014), which is less than (0.05). These differences are in favor of the male level.

For the domains, there are statistically significant differences in the domains (advantages of employing paraphrasing tools in learning writing and the role of paraphrasing tools in shaping creative writing future) in favor of the male level. On the contrary, there are no statistically significant differences in the domains (EFL students' perceptions towards using paraphrasing tools and disadvantages of employing paraphrasing tools in learning writing).

Regarding the results of the items in the second and fourth domains of the questionnaire, the researcher attributes these findings to the merits of using paraphrasing tools in writing courses and their impact on shaping the future of creative writing, which have led to noticeable differences in responses between males and females. Males may be associated with various levels of knowledge about technology and their competencies while using technological tools. The research suggests that, in particular contexts, males exhibit greater confidence, better skills, or more frequent involvement with digital aid and AI technologies than females. This familiarity indicates that males are more proficient, conscious, and careful when using paraphrasing tools in writing courses to explore subjects independently. Additionally, the cultural background plays a significant role in influencing how both genders interact with technology in the learning environment, where males may be more inclined to investigate using paraphrasing tools in writing courses to enhance their autonomy and advance their learning strategies.

Furthermore, males are more likely to be dependent, so they frequently utilize paraphrasing tools in writing courses to save time, foster comprehension and enrich educational material, and boost their academic experience. In addition, males may have different levels of expertise and more qualifications, and they are not hesitant to employ paraphrasing tools like females. These differences reflect varied opinions toward the use of technology, which could explain why males report stronger perspectives on the advantages of using paraphrasing tools in writing courses and the role of paraphrasing tools in shaping the future of creative writing.

4.3.2 Discussion of the Results of the Second Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL Students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level.

Results show that there are no statistically significant differences at ($\alpha = 0.05$) between the mean scores of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level. The significant value was (0.900), which is more than (0.05). Also, there are no statistically significant differences in the domains (EFL students' perceptions towards using paraphrasing tools, advantages of employing paraphrasing tools in learning writing, disadvantages of employing paraphrasing tools in learning writing, and the role of paraphrasing tools in shaping the future of creative writing).

The researcher attributes these results to the advantages of using paraphrasing tools in writing courses at An-Najah National University, which have shown that there are no differences among the four academic levels of the study sample due to their shared technological expertise. Moreover, this demonstrates that EFL students across various educational levels are aware of the paraphrasing tools' potential in promoting learning autonomy, providing customized assessments regardless of whether learners are in their early or later years of study, and significantly assisting them in taking charge of their educational outcomes.

4.3.3 Discussion of the Results of the Third Hypotheses

There are no statistically significant differences at ($\alpha \leq 0.05$) in EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to faculty.

It is noticed that there are no statistically significant differences at ($\alpha = 0.05$) in EFL Students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to faculty. The significant value was (0.439), which is more than (0.05). Also, there are no statistically significant differences in the domains of (EFL students' perceptions towards using paraphrasing tools, advantages of employing

paraphrasing tools in learning writing, disadvantages of employing paraphrasing tools in learning writing, and the role of paraphrasing tools in shaping creative writing future).

The researcher relates these results to the fact that, because of the advantages of using paraphrasing tools in writing courses at An-Najah National University and their positive influence on learning writing skills, no differences have occurred between the levels of the study sample from English Language and Literature and TEFL Major since their university in both majors provides the same courses in writing. This suggests that the effectiveness of paraphrasing tools in writing courses is universally accepted by students from various educational faculties. This implicitly reflects that their benefits extend beyond specific primary settings or academic styles.

4.4 Discussion of The Results of The Interview

The interview contained six questions that investigated EFL students' perspectives towards using paraphrasing tools in writing courses at An-Najah National University. The researcher concluded that responses in the interviews, which were conducted with students anonymously, affirmed the practicality of paraphrasing tools as vital sources of support and encouragement that can foster a culture of learning writing skills without canceling the primary role of teachers in the classroom.

4.4.1 Discussion of the Results of the First Question

The responses demonstrated that all interviewees agreed on using paraphrasing tools, and they declared that they all use QuillBot and some of them use Grammarly's paraphrasing feature since they offer different rewriting modes like "Standard", "Fluency", and "Creative", which help them choose the best version depending on the task. The results of this question conform with the findings of (Mohammad, Alzubi, Nazim, & Khan, 2023), who stated that QuillBot is the most helpful AI-based paraphrasing tool for learners who aspire to improve their writing capabilities, and Syahnaz & Fithriani (2023), who found that students have positive responses towards employing QuillBot in their paraphrasing because of its significant role in enhancing their academic writings as well as understanding the written material, highlighting that the main function of this instrument is helping students by suggesting words synonyms while keeping the original sense. Meanwhile, Andika, Waly, Yulia, & Reswari (2025) demonstrate the effectiveness of using Grammarly in providing good feedback and immediate correction, enhancing

coherence, and reducing plagiarism, highlighting its efficacy in developing academic writing.

4.4.2 Discussion of the Results of the Second Question

TEFL and English language majors demonstrated that the main reasons for using paraphrasing tools are to avoid plagiarism, improve writing clarity, save time, help rephrase complex sentences, help how to express the same idea in different ways, rewrite the text in various ways instead of copying the text as it is from the source, help to understand the content, improve sentence structure, make the text more concise, express ideas understandably, understand complex texts, learn new vocabulary, help expressing the same ideas in better ways, and eventually help in improving the overall writing skills. This aligns with the findings of Cajamarca Tipantuña (2024), who noted that the primary function of paraphrasing tools is to reformulate sentences and paragraphs, thereby ensuring they are 0% plagiarized. They are effective instruments for scholars, as they save time and effort on one hand and can produce ideal content that retains the original meaning by using substitute terms on the other hand.

4.4.3 Discussion of the Results of the Third Question

Concerns about using paraphrasing tools were mentioned clearly in the responses of the interviewees, the most important were: paraphrasing tools might change the meaning of the original text if not used carefully, they might also produce unnatural or grammatically incorrect sentences, and over-relying on these tools might limit the student own ability to express ideas effectively and weaken the student ability in writing. These results are consistent with the findings of Miranda (2022), who noted that some concerns have been raised regarding the quality, reliability, accuracy, and limitations of these tools, specifically those developed using machine translation techniques and readily accessible online. Along the same lines, a series of research done by (Abdel-Reheem Amin & Alammar, 2023; Almaiah, et al., 2022; Sit, et al., 2020) investigated students' anxiety levels towards using paraphrasing tools in writing their articles. They concentrated on writing down students' perspectives about the employment of these tools in education in relation to diverse subjects. They found that some students expressed dissatisfaction with these tools, stating that they provide inaccurate information and incorrect grammar. However, these outcomes contradict the study findings of Setiawan & Alkhowarizmi

(2025), which examine the potential of paraphrasing tools in detecting grammatical mistakes, sentence fragments, inappropriate phrases, paraphrasing errors, and clarity issues, and fixing them. This study revealed that these tools introduced various degrees of error detection and offered immediate corrections.

4.4.4 Discussion of the Results of the Fourth Question

When discussing the violation of writing ethics, most TEFL and English language majors noted that the use of paraphrasing tools is ethical and does not violate writing ethics. It depends on how they are used. If used responsibly to aid understanding and avoid plagiarism, they are considered ethical resources. However, using them excessively without proper knowledge or citation, but to copy and paste the paraphrased text without giving credit, plagiarizing others' ideas in one way or another, can be regarded as a kind of cheating and classified under unethical practices. These findings support the results of Adams & Chuah's (2022) study, which confirmed that students engage in a process that requires them to reinterpret and review the material when they paraphrase texts simultaneously with the appropriate use of AI tools rationally and systematically, striking a balance between academic responsibility and technological assistance. As a result of this practice, they are induced to think critically and creatively.

4.4.5 Discussion of the Results of the Fifth Question

The idea that using paraphrasing tools reduces critical thinking and kills creativity led to a divergence of English department students' viewpoints when asked about it. Those who agreed with this view justified their stance by arguing that, when used excessively as a shortcut, paraphrasing tools can indeed limit students' critical engagement with texts. This depends on the way it is being used. On the other hand, some interviewees said “not necessarily if used correctly”, they can support creativity by exposing students to different ways of structuring sentences, and some of them said “not at all since AI educates the researcher more”. These results align with Silalahi's (2024) findings, which emphasized the importance of EFL learners striking a balance between using paraphrasing tools and manual paraphrasing, as excessive reliance on these tools hinders critical thinking skills.

4.4.6 Discussion of the Results of the Sixth Question

When asked about how employing paraphrasing tools develops writing skills, English department students stated several ways, among them are: Paraphrasing tools can build writing skills by offering different ways to express the same idea, and suggesting new vocabulary, varied sentence structures, and various writing styles, all of which enhance overall writing abilities. They introduce students to new, concise, and grammatically correct writing methods. They produce alternative sentence structures and vocabulary, allowing students to compare original texts with paraphrased versions. Fluency and accuracy can be developed by the use of these tools. They further expand students' cognitive skills and help them paraphrase a text by replacing certain words with their synonyms. These results match with the findings of (Fitria, 2021; Sulistyningrum, 2021; Dung, 2010), who all asserted the effectiveness of paraphrasing tools in improving students' writing skills. For instance, Dung (2010) pointed out that paraphrasing is categorized into three types: semantic paraphrase, which deals with words that change the original text's wording; syntactic paraphrase, which sheds light on the sentence structure and grammar; and changing the structure (organization) of thoughts. Similarly, (Fitria, 2021; Sulistyningrum, 2021) maintained that paraphrasing tools pave the way for students to develop their critical thinking and writing skills. These tools enable students to improve their writing quality by employing various strategies, including word processing, reordering words, and producing different sentence styles through the use of passive and active voice, as well as using synonyms.

The researcher explains these results, which are obtained from interviewing English language students at An-Najah National University, by stating that these students have a great deal of awareness and knowledge of the subject of study because they are students in a specialization that requires a high proficiency, and also because of the integration of modern technologies into the teaching and learning process, which these students master with a very high degree of proficiency. This explains their high level of awareness regarding the topic of textual paraphrasing courses, as everyone agreed to use this technology in their studies. Interviewees also explained their reasons for using these technologies and the types of technologies used, given their availability on mobile applications. Additionally, they logically expressed concerns about their use, including whether these technologies violate the ethics of writing skills, whether they enhance or

diminish logical thinking, and the controversy surrounding their use. Finally, the responses of the students to the fact that employing these technologies develops writing skills reflects a broad awareness and understanding of the use of technical applications in learning the English language, especially writing skills.

4.5 Conclusion

Academic writing is a fundamental skill in English language that EFL students should focus on developing and enhancing, particularly when writing articles and academic assignments such as essays, reports, research projects, theses, and other types of academic papers. As students are required to complete a dissertation in their university final year, instructors should provide them with significant help in raising their levels of academic writing proficiency. However, like a dissertation demands high professional writing. To achieve this, students should follow certain techniques and rules while writing, one of which is paraphrasing. Accordingly, this study sought to explore the perspectives of EFL students at An-Najah National University towards using paraphrasing tools in their academic writing. The findings of the study, questions, and hypotheses drew the following conclusions. Overall, EFL students had positive attitudes regarding the critical role of paraphrasing tools in their academic writing, stating an outstanding enhancement in their writing skills. However, there were some worries related to ethical transparency, originality, and over-reliance. A questionnaire was used to examine the actual influence of these tools on learners' writing skills. Regarding the study variables, no significant differences were observed in EFL students' perspectives towards using paraphrasing tools in writing courses at An-Najah National University due to academic level and faculty. Meanwhile, a significant difference was observed in the students' perspectives regarding the variable of gender.

During the interviews, EFL students were asked to respond to six questions to find out their views about employing paraphrasing tools in their writing. All students reached a consensus that paraphrasing tools can significantly aid in avoiding plagiarism by assisting students in reformulating the original text in their own words, expanding learners' vocabulary range, enhancing their lexical resources, and improving grammar, sentence construction, and language clarity. This fosters critical engagement and interaction with the text. Conversely, they also agreed that some concerns may arise when using these tools if not employed carefully, such as over-reliance, weakening writing capabilities,

reducing critical thinking skills and creativity, loss of original meaning, producing unnatural output, and raising ethical concerns and issues with academic integrity. Consequently, students should be very cautious when utilizing these tools in order not to reflect on their writing skills negatively.

Based on data analysis, it is concluded that paraphrasing tools are practical when used as supporting means rather than as alternatives that perform tasks on behalf of the student. Alongside technological advancements, instructors should integrate paraphrasing tools into their teaching system and train their students to use these tools effectively, emphasizing the importance of enhancing their academic writing skills and the need to balance creative writing with paraphrasing tool assistance.

In conclusion, while paraphrasing tools have the potential to be effective in improving the academic writing quality, their efficacy depends on the students' appropriate use, understanding of the material, consciousness of the results, and critical thinking. Therefore, good paraphrasing needs training and careful thought. Future research should investigate the effectiveness of paraphrasing tools in developing writing proficiency more widely across various academic contexts and thoroughly look at strategies for integrating these tools into the educational system.

4.6 The Study Limits

The researcher categorized the study limits into four: locative, temporal, human, and topical limitations:

1. Locative limitation: The study encompassed English language and literature and TEFL majors at An-Najah National University in Nablus.
2. Temporal limitation: The study was carried out during the second semester of the academic year (2024-2025).
3. Human limitation: The population of the study consisted of male and female English language and literature majors from the Faculty of Arts and TEFL majors from the Faculty of Education English department at An-Najah National University.
4. Topical limitation: The study investigated the impact of using paraphrasing tools on students' writing skills from TEFL and English language and literature majors' perceptions at An-Najah National University.

4.7 The Study Limitations

Generally, no work can be easily implemented without challenges, so what about carrying out a study directly addressing EFL students' perspectives at An-Najah National University in Nablus under the most challenging circumstances resulting from war? Much like any other research effort, the current study encountered some limitations that should be acknowledged since it investigated students' viewpoints under the circumstances of war. This part discusses the basic elements that determine the constraints faced while exploring EFL students' perceptions towards employing paraphrasing tools in writing courses at An-Najah National University. Utilizing both questionnaire and interviews to examine EFL students' perspectives at An-Najah National University, this study was subjected to the following limitations:

Firstly, the challenges stem from students' viewpoints, poor responses, and bias. Secondly, the journey of data collection was arduous; it took about three months to distribute the questionnaire, since the sample of the study consisted of EFL students at An-Najah National University. The researcher faced many challenges while moving from one city to another, especially from Jenin to Nablus (since the researcher is from Jenin), because of the frequent checkpoints on the road. In some cases, the Israeli Jewish returned the researcher many times, which postponed data collection. Thirdly, the researcher encountered several challenges during conducting interviews with students due to the unstable political situation and road checkpoints, which prevented some students from reaching the university. Consequently, the researcher had to visit the university multiple times. Sometimes, the researcher came back home at night. Due to these limitations, the researcher converted the questionnaire into an electronic version using Google Form and distributed the link to the chosen sample online via WhatsApp, Messenger, and personal Emails to facilitate data collection. Lastly, it is a crucial point to mention that this study focused solely on the perceptions of EFL students towards employing paraphrasing tools in academic writing, specifically within specific domains. It didn't investigate EFL instructors' perspectives nor delve into the perceptions of all the potential beneficial or negative impacts of these tools on students' creativity. Consequently, there is scope for further studies about the significant role that paraphrasing tools play in improving EFL students' English language skills in general and writing skills in particular, conducted in different fields, environments, and at various academic levels.

4.8 Recommendations

In accordance with the study findings, the researcher recommends the following:

Recommendations to EFL Instructors

In light of the growing use of technology, EFL instructors are advised to adopt more effective teaching strategies, such as integrating AI tools, specifically paraphrasing tools, into their academic curricula. This can improve students' writing skills, foster motivation and interaction with the language, and enhance comprehension of grammatical rules. Furthermore, instructors should hold workshops to train their students on the ethical and appropriate utilization of these tools. This provides EFL learners with a comprehensive familiarity of how and when to make the best utilization of these tools. Besides, to ensure that students use paraphrasing tools responsibly, instructors should monitor students' use of these tools and provide feedback on assignments completed with their assistance. On the other hand, EFL instructors should encourage their students to revise the produced texts using paraphrasing tools to determine the weaknesses and provide corrections. This highly reinforces students' writing and analytical abilities.

Recommendations to English Language Teaching Departments

English Language departments at Palestinian universities should pay close attention to learning and teaching the English language in light of AI technology, incorporating paraphrasing tools into learning writing instruction and aligning them with the methodological elements of language learning. This can aid English instructors in understanding the vital role that paraphrasing tools play in English language learning and teaching.

Recommendations to Developers of Paraphrasing Tools

To support writing skills progress rather than merely rewriting the content, developers can collaborate with teachers to design new versions of paraphrasing tools that are specifically tailored for academic learning contexts. Moreover, they should focus on refining the operational mechanism of paraphrasing tools to enhance the accuracy of generated texts, provide students with more precise explanations of changes in rephrased texts, and offer them constructive feedback and further enhancements. These techniques help students learn and gain knowledge while using these tools.

Recommendations to Other Researchers

As the current study explored EFL students' viewpoints at An-Najah National University towards using paraphrasing tools in writing courses and highlighted the advantages and disadvantages of employing these tools in academic writing, there is still a need for further investigations to deepen our comprehension of their effectiveness, especially in professional writing. EFL Instructors are encouraged to base their teaching strategies on action studies rather than relying solely on perceptions or beliefs about their positive impacts. As a result, other researchers are recommended to employ further quasi-experimental studies that examine the role of employing paraphrasing tools in academic writing. In addition, while numerous studies underlined the advantages of paraphrasing tools in improving learners' writing skills, few warned about their potential drawbacks. Hence, there is a need for further studies to deeply examine the possible negative effects of using paraphrasing tools on students' writing skills. This allows for more unbiased evaluation of the influence of using paraphrasing tools on developing students' writing skills, ensuring EFL instructors encourage their students to use paraphrasing tools proficiently while restricting any potential negative impacts on students' learning experiences.

Recommendations to Curriculum Designers

Curriculum designers are recommended to embed more exercises that include training students on the skill of paraphrasing as an essential part of the curriculum plan, to assist students in bridging the gap in writing. English language teachers are advised to allocate one day a week, preferably Thursday, for students to go to the school lab to practice how to use online paraphrasing tools. This will encourage students to exercise by utilizing these tools on the weekend, contributing to increased creativity.

List of Abbreviations

Abbreviation	Meaning
ZPD	Zone of Proximal Development
EFL	English as a Foreign Language
APTs	Automated Paraphrasing Tools
TEPT	Technology-Enhanced Paraphrasing Tool
AI	Artificial Intelligence
NMT	Neural Machine Translation Tools
AESs	Automatic Evaluation Systems
ITSs	Intelligent Tutoring Systems
QOU	Al-Quds Open University
AAUP	Arab American University of Palestine
PTUK	Palestine Technical University- Kadoorie
UM	University of Malaya
ANOVA	Analysis of Variance
SPSS	Statistical Package for Social Sciences
TA	Thematic Analysis
TEFL	Teaching English as a Foreign Language
LLMs	Large Language Models
NLP	Natural Language Processing
AWE	Automated Writing Evaluation

References

- Abdel-Reheem Amin, E., & Alammar, A. (2023). EFL students' perception of using AI paraphrasing tools in english language research projects. *Arab World English Journals*, 14(3).
- Abi Harnoyo, R. (2024). Online paraphrasing tools in language learning: Students' perceptions to overcome the difficulties in academic writing. *IALLTEACH (Issues In Applied Linguistics & Language Teaching)*, 6(1).
- Adams, D., & Chuah, K. M. (2022). Artificial intelligence-based tools in research writing: current trends and future potentials. *Artificial intelligence in higher education*, 169-184.
- Adilbayeva, U., & Mussanova, G. A. (2022). , G. A., , N. B., & Suttibayev, N. A. (2022). Digital Communication Technology for Teaching a Foreign Language and Culture through Reading. *International Journal of Society, Culture & Language*, 10(3), 21-30.
- Adilbayeva, U., Mussanova, G. A., Mombekova, N. B., & Suttibayev, N. A. (2022). Digital Communication Technology for Teaching a Foreign Language and Culture through Reading. *International Journal of Society, Culture & Language*, 10(3), 21-30.
- Al Hassan, O., & Ahmed, M. A. (2019). Investigating students' performance of paraphrasing techniques at governmental and private Sudanese Universities. *SUST Journal of Linguistic and Literary Studies*, 20(2), 63-74.
- Al Mahmud, F. (2023). Investigating EFL Students' Writing Skills Through Artificial Intelligence: Wordtune Application as a Tool. *Journal of Language Teaching & Research*, 14(5).
- Alhaisoni, E., & Alhaysony, M. (2017). An investigation of Saudi EFL university students' attitudes towards the use of Google Translate. *International Journal of English Language Education*, 5(1), 72-82.
- Alhalangy, A., & AbdAlgane, M. (2023). Exploring the impact of AI on the EFL context: A case study of Saudi universities. (A. Alhalangy, & M. AbdAlgane, Eds.) *Journal of Intercultural Communication*, 23(2), 41-49.
- Alharbi, W. (2023). AI in the foreign language classroom: A pedagogical overview of automated writing assistance tools. *Education Research International*, 2023(1), 4253331.
- Almaiah, M. A., Alfaisal, R., Salloum, S. A., Hajje, F., Thabit, S., El-Qirem, F. A., & Al-Maroo, R. S. (2022). Examining the impact of artificial intelligence and social and computer anxiety in e-learning settings: students' perceptions at the university level. *Electronics*, 11(22), 3662.

- Alsadoon, R. (2021). Chatting with AI Bot: Vocabulary learning assistant for Saudi EFL learners. *English Language Teaching*, 14(6), 135-157.
- Andika, J. D., Waly, M. M., Yulia, Y., & Reswari, G. (2025). Scrutinizing English Academic Writing Skills: Indonesian Postgraduate Students' Challenges and Strategies in an AI-Empowered Era. *Journal of Languages and Language Teaching*, 13(2), 551-567.
- Ariyanti, A., & Anam, S. U. (2021). Technology-enhanced paraphrasing tool to improve EFL students' writing achievement and enjoyment. *Journal of English Language Teaching and Linguistics*, 6(3), 715-726.
- Bahdanau, D., Cho, K., & Bengio, Y. (2014). *Neural machine translation by jointly learning to align and translate*. arXiv preprint arXiv:1409.0473.
- Bahri, H., & Mahadi, T. (2016). Google Translate as a supplementary tool for learning Malay: A case study at Universiti Sains Malaysia. *Advances in Language and Literary Studies*, 7(3), 161-167.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice hall.
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745.
- Basori, M. A. (2017). *Strategi dan Teknis Paraphrase dalam Academic Writing: Reformulasi Isi Tanpa Reduksi*.
- Bielska, B., & Rutkowski, M. (2022). "There must be Someone's Name Under Every Bit of Text, Even if it is Unimportant or Incorrect": Plagiarism as a Learning Strategy. *Journal of academic ethics*, 20(4), 479-498.
- Boulanger, D. (2022). The concept of dialogical CO-zone of proximal development: Intergenerationality in the making. *Integrative Psychological and Behavioral Science*, 56(1), 34-57.
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative research in psychology*, 18(3), 328-352.
- Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., van Haeringen, K., & Rozenberg, P. (2019). Contract cheating and assessment design: exploring the relationship. *Assessment & Evaluation in Higher Education*, 44(5), 676-691.
- Briesmaster, M., & Etchegaray, P. (2017). Coherence and cohesion in EFL students' writing production: The impact of a metacognition-based intervention. *Íkala, revista de lenguaje y cultura*, 22(2), 183-202.
- Bruner, J. S. (1973). Going beyond the information given. *Beyond the information given*, 143-175.
- Cajamarca Tipantuña, S. V. (2024). *Paraphrasing tools to assist learning writing skills*.

- Cao, W., & Wei, Y. (2019). *Persepective, Willingness to comunication from an English as an International Language (EIF)*. persepective: the case of Macau.
- Chiu, T. K., Xia, Q., Zhou, X., Chai, C. S., & Cheng, M. (2023). Systematic literature review on opportunities, challenges, and future research recommendations of artificial intelligence in education. *Computers and Education: Artificial Intelligence*, 4, 100118.
- Chounta, I. A., Bardone, E., Raudsep, A., & Pedaste, M. (2022). Exploring teachers' perceptions of artificial intelligence as a tool to support their practice in Estonian K-12 education. *International Journal of Artificial Intelligence in Education*, 32(3).
- Chowdhury, H. A., & Bhattacharyya, D. K. (2018). *Plagiarism: Taxonomy, tools and detection techniques*. arXiv preprint arXiv:1801.06323.
- Daguiani, R. (2018). *Investigating The Use of Paraphrasing outside Classroom to Develop Learners Academic Writing A Case study of Master Students of English Biskra University*.
- Davis, M. (2013). The development of source use by international postgraduate students. *Journal of English for Academic Purposes*, 12(2), 125-135.
- De la Vall, R., & Araya, F. G. (2023). Exploring the benefits and challenges of AI-language learning tools. *International Journal of Social Sciences and Humanities Invention*, 10(01), 7569-7576.
- De Oliveira, L. C., & Silva, T. (2016). Second language writing in elementary classrooms: An overview of issues . *Second language writing in elementary classrooms: Instructional issues, content-area writing and teacher education*, 1-10.
- Dewi, U. (2022). Grammarly as automated writing evaluation: Its effectiveness from EFL students' perceptions. *Lingua Cultura*, 16(2), 155-161.
- Doolittle, P., Wojdak, K., & Walters, A. (2023). Defining active learning: A restricted systematic review. *Teaching and Learning Inquiry*, 11.
- Dou, Y., Forbes, M., Koncel-Kedziorski, R., Smith, N. A., & Choi, Y. (2021). *Is GPT-3 text indistinguishable from human text? scarecrow: A framework for scrutinizing machine text*. arXiv preprint arXiv:2107.01294.
- Dung, T. T. (2010). *An investigation in paraphrasing experienced by vietnamese students of English in academic writing*. Da Nang: Da Nang University.
- Eaton, S. E. (2019c). Reflections on the 2019 Canadian symposium on academic integrity. *Canadian Perspectives on Academic Integrity*, 2(2), 1-6. Retrieved from <https://doi.org/10.11575/cpai.v2i2.69454>
- Eaton, S. E., & Hughes, C. J. (2020). *Academic Integrity in Canada: Edited Book-Project Launch Meeting*.

- Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R. (2023). Artificial intelligence and English language teaching: Preparing for the future. *British Council*, 2024-08.
- Emran, A. Q., Mohammed, M. N., Saeed, H., Keir, M., & Alani, Z. N. (2024, January). Paraphrasing ChatGPT Answers as a Tool to Enhance University Students' Academic Writing Skills. In *2024 ASU International Conference in Emerging Technologies for Sustainability and Intelligent Systems (ICETISIS)* (pp. 501-505). IEEE.
- Fadli, M., Wahyudi, I., & Ahmad, D. R. (2024). Exploring The Effect of Wordtune Digital Writing Assistant: An Artificial Intelligence Tool focus on Students' Academic Writing Skill. *Eduvelop: Journal of English Education and Development*, 8(1), 12-20.
- Farhi, F., Jeljeli, R., Aburezeq, I., Dweikat, F. F., Al-shami, S. A., & Slamene, R. (2023). Analyzing the students' views, concerns, and perceived ethics about chat GPT usage. *Computers and Education: Artificial Intelligence*, 5, 100180.
- Filfilan, S., & Alqurashi, H. S. (2025). The Impact of Using the QuillBot AI Application on English Writing Skills Development among EFL Learners in Saudi Arabia. *Journal of English Language Teaching and Applied Linguistics*, 7(2), 231-239.
- Fitria, T. N. (2021). QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 183-196.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition & Communication*, 32(4), 365-387.
- Foltýnek, T., Meuschke, N., & Gipp, B. (2019). Academic plagiarism detection: a systematic literature review. *ACM Computing Surveys (CSUR)*, 52(6), 1-42.
- Ginting, R. S., & Fithriani, R. (2022). Peer And Automated Writing Evaluation (Awe): Indonesian Efl College Students' preference For Essay Evaluation. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 461-473.
- Godwin-Jones, R. (2022). *Partnering with AI: Intelligent writing assistance and instructed language learning*.
- Gómez-Espinosa, M., Francisco, V., & Moreno-Ger, P. (2016). The impact of activity design in Internet plagiarism in Higher Education. *Comunicar: Revista Científica de Comunicación y Educación*, 24(48), 39-48.
- Gürbüz, N. (2024). The impact of Quillbot as an automated writing evaluation tool on EFL learners. *Journal of Educational Studies and Multidisciplinary Approaches*, 4(2).
- Hei, K. C., & David, M. K. (2015). Basic and Advanced Skills They Don't Have: The Case of Postgraduates and Literature Review Writing. *Malaysian Journal of Learning and Instruction*, 12, 131-150.

- Huang, X., Zou, D., Cheng, G., Chen, X., & Xie, H. (2023). Trends, research issues and applications of artificial intelligence in language education. *Educational Technology & Society*, 26(1), 112-131.
- Ibañez, E. D., & Pentang, J. (2021). *Socio-constructivist learning and teacher education students' conceptual understanding and attitude toward fractions*.
- Ison, D. (2019). Academic misconduct and the internet. In *Scholarly ethics and publishing: Breakthroughs in research and practice*, 25-51. IGI Global.
- Jiang, R. (2022). How does artificial intelligence empower EFL teaching and learning nowadays? A review on artificial intelligence in the EFL context . *Frontiers in Psychology*, 13, 1049401.
- Junaidi, M., Hisbullah, M., Burhanudin, M. I., Hovia, B., & Azizurrohman, A. (2022). Learners engagement and perception on corrective feedback of online tools towards students essay writing in EFL context . *J. Lang. Lit*, 9, 175-190.
- Karmakar, R., & Tajhizi, A. (2022). Improvement of Skills through the Technology Integrated Learning in English Language. *An International Multidisciplinary Online Journal*.
- Khabib, S. (2022). Introducing artificial intelligence (AI)-based digital writing assistants for teachers in writing scientific articles. *Teaching English as a Foreign Language Journal*, 1(12), 114-124.
- Kurniati, E. Y., & Fithriani, R. (2022). Post-graduate students' perceptions of Quillbot utilization in English academic writing class. *Journal of English Language Teaching and Linguistics*, 7(3), 437-451.
- Ma, L. (2021). An immersive context teaching method for college English based on artificial intelligence and machine learning in virtual reality technology. *Mobile Information Systems*, 2021(1), 2637439.
- Mansurudin, M., Ilham, I., & Edi, E. (2025). Boosting English Writing Skills: How Ginger Software Empowers Language Learners. *Journal of English Education and Linguistics*, 6(1), 1-10.
- Marzuki, W. U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2), 2236469.
- Maulidina, P., & Wibowo, H. (2022). The use of Grammarly tools to enrich student's writing ability. *Lingua*, 18(2), 179-189.
- Miranda, D. (2022). The impact of paraphrasing tools on students paraphrasing skills . *Doctoral dissertation*. UIn Ar-Raniry.
- Mohamed, D. (2025). The Impact of AI Paraphrasing Tools across EFL Students' Academic Writing. *مجلة كلية الآداب جامعة بني سويف*, 26(75), 526.

- Mohammad, T., Alzubi, A. A., Nazim, M., & Khan, S. I. (2023). EFL Paraphrasing Skills with QuillBot: Unveiling Students' Enthusiasm and Insights. *Journal of Pedagogical Research*, 5(7), 359-373.
- Mulenga, R., & Shilongo, H. (2024). Academic integrity in higher education: Understanding and addressing plagiarism. *Acta Pedagogica Asiana*, 3(1), 30-43.
- Na, C. D., & Nhat Chi Mai, N. X. (2017). Paraphrasing in academic writing: A case study of Vietnamese learners of English. *Language Education in Asia*, 8(1), 9-24.
- Nazari, N., Shabbir, M. S., & Setiawan, R. (2021). Application of Artificial Intelligence powered digital writing assistant in higher education: randomized controlled trial. *Heliyon*, 7(5).
- Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, 3(1), 871-874.
- Nishanthi, R. (2020). Understanding of the importance of mother tongue learning. *International Journal of Trend in Scientific Research and Development*, 5(1), 77-80.
- Nuraeni, A., Febriani, R. B., & Rustandi, A. (2025). EFL Students' Perceptions on the Use of Quillbot Paraphrasing Tool in Essay Writing. *Journal of English Education Program (JEEP)*, 12(1), 68-74.
- Nurmayanti, N., & Suryadi. (2023). The effectiveness of using Quillbot in improving writing for students of English Education study program. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, 8(1). Retrieved from <https://doi.org/10.3333>
- Obeagu, E. I., & Obeagu, G. U. (2023). Academic Journal Writing and Types of Journals Emmanuel Ifeanyi Obeagu¹, Getrude Uzoma Obeagu², Chibunna Matthew Igwe³, Esther Ugo Alum⁴, 5, Okechukwu Paul-Chima Ugwu⁵, Val Hyginus Udoka Eze⁵, Fabian Chukwudi Ogenyi⁵, Jovita Nnenna Ugwu⁵, Chinyere N.
- Orosoo, M., Raash, N., Treve, Lahza, H., Treve, M., Lahza, H., . . . Rengarajan, M. (2025). Transforming English language learning: Advanced speech recognition with MLP-LSTM for personalized education. *Alexandria Engineering Journal*, 111, 21-32.
- Peters, M., & Cadieux, A. (2019). Are Canadian professors teaching the skills and knowledge students need to prevent plagiarism?. *International Journal for Educational Integrity*, 15, 1-16.
- Piaget, J. (1973). *To understand is to invent: The future of education*.
- Prentice, F. M., & Kinden, C. E. (2018). Paraphrasing tools, language translation tools and plagiarism: an exploratory study. *International Journal for Educational Integrity*, 14(1), 1-16.
- Prentice, F. M., & Kinden, C. E. (2019). An exploration of the identification of the use paraphrasing tools and online language translation tools in student academic texts. *In*

5th International Conference: Plagiarism Across Europe and Beyond & 3rd 3rd International Conference: Shaping Ethics in Academia and Society, Vilnius, Lithuania.

- Puspitasari, Y., Quthny, A., & Hamdani, B. (2024). "I Get Blank When I Start Writing": Analysis of EFL Student's Anxiety In Writing Descriptive Text. *Journey: Journal of English Language and Pedagogy*, 7(1), 76-85.
- Rahmah, R. A. (2024). EFL students' paraphrasing strategies in writing research proposal. *Doctoral dissertation*. UIN Sunan Gunung Djati Bandung.
- Rahmat, N. H. (2025). Is there a Relationship between all Types of Strategies in Paraphrasing in Academic Writing?. *International Journal of Research and Innovation in Social Science*, 9(3), 972-983.
- Rahmayani, S. O. (2018). Student's Difficulties in Paraphrasing English Texts. *Doctoral dissertation*. UIN Ar-Raniry Banda Aceh.
- Roe, J., & Perkins, M. (2022). What are Automated Paraphrasing Tools and how do we address them? A review of a growing threat to academic integrity. *International Journal for Educational Integrity*, 18(1), 15.
- Rogerson, A. B., & McCarthy, G. (2017). Using Internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism?. *International Journal for Educational Integrity*, 13, 1-15.
- Rossi, S. L. (2022). Revisioning paraphrasing instruction. *In Academic integrity in Canada: An enduring and essential challenge*, 411-429. Cham: Springer International Publishing.
- Sari, N. (2023). The role of artificial intelligence (AI) in developing English language learner's communication skills. *Journal on Education*, 6(01), 750-757.
- Sarwat, S., Ullah, N., Shehzad Anjum, H. M., & Bhuttah, T. M. (2021). Problems and Factors affecting students English writing skills at elementary level. *Ilkogretim Online*, 20(5).
- Schmidt, T., & Strasser, T. (2022). Artificial intelligence in foreign language learning and teaching: a CALL for intelligent practice. *Anglistik: International Journal of English Studies*, 33(1), 165-184.
- Setiawan, F., & Alkhowarizmi, A. (2025). Exploring an Artificial Intelligence as Automated Feedback Program in EFL Writing. *ETERNAL (English Teaching Journal)*, 16(1), 202-224.
- Sharah, M. (2024). Students' Perceptions On Using Chatgpt In Learning English Paraphrasing . *Doctoral dissertation*. UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan.
- Shi, I. (2012). Rewriting and paraphrasing source texts in second language writing. *Journal of Second Language Writing*, 21(2), 134-148.

- Silalahi, R. M. (2024, November). Student Perspectives on Paraphrasing English Texts: With and Without ChatGPT. *In Proceeding of International Conference on Language Pedagogy (ICOLP)*, 4(1), 265-277.
- Sit, C., Srinivasan, R., Amlani, A., Muthuswamy, K., Azam, A., Monzon, L., & Poon, D. S. (2020). Attitudes and perceptions of UK medical students towards artificial intelligence and radiology: a multicentre survey. *Insights into imaging*, 11, 1-6.
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14, 1260843.
- Soomro, A. R., Tumrani, G. A., Bango, Z. A., & Maitlo, S. K. (2023). The Involvement of Artificial Intelligence (Ai) in Enhancing Communication Skills of English Language Learners. *International Journal of Contemporary Issues in Social Sciences. ISSN (E) 2959-2461 (P) 2959-3808*, 2(4), 937-944.
- Spratt, M., Pulverness, A., & Williams, M. (2011). Course. *Cambridge University Press*, 1(2), 3.
- Subaveerapandiyan, A., Kalbande, D., & Ahmad, N. (2025). *Perceptions of effectiveness and ethical use of AI tools in academic writing: A study Among PhD scholars in India*. Information Development, 02666669251314840.
- Sukma, E. M., Lubis, N., Dewi, U., & Estate, M. (2023). Quillbot as an AI-powered English writing assistant: An alternative for students to write English. *Jurnal Pendidikan Dan Sastra Inggris*, 3(2), 188-199.
- Sulistyaningrum, S. D. (2021). Employing online paraphrasing tools to overcome students' difficulties in paraphrasing. *Stairs: English Language Education Journal*, 2(1), 52-59.
- Sumakul, D., Hamied, F. A., & Sukyadi, D. (2022). Artificial Intelligence in EFL Classrooms: Friend or Foe?. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 232-256.
- Suryani, I., & Fithriani, R. (2024). Artificial Intelligence Tools in Writing Class: Students' preferences and Lecturers' perceptions. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 12(1), 167-176.
- Suseno, E. (2024). Advantages of using translation, paraphrasing, and podcasts to improve natural writing skills. *IJIET (International Journal of Indonesian Education and Teaching)*, 8(2), 223-247.
- Sutherland-Smith, W. (2018). Is student plagiarism still a serious problem in universities today?. *In Student plagiarism in higher education (pp. 47-61)*. Routledge.
- Syahnaz, M., & Fithriani, R. (2023). Utilizing artificial intelligence-based paraphrasing tool in EFL writing class: a focus on Indonesian university students' perceptions. *Scope: Journal of English Language Teaching*, 7(2), 210-218.

- Tang, A., Li, K. K., Kwok, K. O., Cao, L., Luong, S., & Tam, W. (2024). The importance of transparency: Declaring the use of generative artificial intelligence (AI) in academic writing. *Journal of nursing scholarship*, 56(2), 314-318.
- Thompson, B., & Post, M. (2020). *Automatic machine translation evaluation in many languages via zero-shot paraphrasing*. arXiv preprint arXiv:2004.14564.
- Tran, T., & Nguyen, H. B. (2022). The effects of paraphrasing on EFL students' academic writing. *Journal of Language and Linguistic Studies*, 18(1).
- Tuck, J. (2017). *Academics engaging with student writing: Working at the higher education textface*. Routledge.
- Urbaite, G. (2024). The role of technology in modern language education. *EuroGlobal Journal of Linguistics and Language Education*, 1(1), 3-10.
- Vidakovic, I. (2022). *9 Beneficios De Las Herramientas De Parafraseo: Lluvia De Ideas, Reescritura Y Diálogo*. TextCortex. <https://n9.cl/jd0y4>.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.
- Wahle, J. P., Ruas, T., Foltýnek, T., Meuschke, N., & Gipp, B. (2022a, February). Identifying machine-paraphrased plagiarism. *In International Conference on Information*, 393-413. Cham: Springer International Publishing.
- Widiawati, X., Ammade, S., & Nasrullah, N. (2022). The Practice of Ginger Writer Application to Improve Students Descriptive Text. *Jurnal Pendidikan Bahasa Inggris undiksha*, 10(3), 330-336.
- Xu, Z., Wijekumar, K. (., Ramirez, G., Hu, X., & Irey, R. (2019). The effectiveness of intelligent tutoring systems on K-12 students' reading comprehension: A meta-analysis. *British Journal of Educational Technology*, 50(6), 3119-3137.
- Xuyen, N. T. (2023, June). Using the online paraphrasing tool Quillbot to assist students in paraphrasing the Source Information: English-majored students' perceptions. *In Proceedings of the 5th Conference on Language Teaching and Learning*, 21-27.
- Yadav, S. (2025). Leveraging AI to enhance teaching and learning in education: The role of artificial intelligence in modernizing classroom practices. *In Optimizing Research Techniques and Learning Strategies With Digital Technologies*, 211-238.
- Yan, D. (2023). Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation. *Education and Information Technologies*, 28(11), 13943-13967.
- Yau, K. W., Chai, C. S., Chiu, T. K., Meng, H., King, I., & Yam, Y. (2023). A phenomenographic approach on teacher conceptions of teaching Artificial Intelligence (AI) in K-12 schools. *Education and Information Technologies*, 28(1), 1041-1064.

- Zhang, K., & Aslan, A. B. (2021). AI technologies for education: Recent research & future directions. *Computers and education: Artificial intelligence*, 2, 100025.
- Zhao, X. (2023). Leveraging artificial intelligence (AI) technology for English writing: Introducing wordtune as a digital writing assistant for EFL writers. *RELC Journal*, 54(3), 890-894.

Appendices

Appendix (A)

The Questionnaire

Dear students,

The researcher is writing a master's thesis on EFL students' perceptions of using paraphrasing tools in writing courses at An-Najah National University. This questionnaire is one of the instruments used to investigate the role that these paraphrasing tools play in enhancing English students' creative writing abilities. Please read the items carefully and respond to each item by placing (√) next to the answer that corresponds to your level of agreement or disagreement. The questionnaire is voluntary, and your responses will be strictly confidential and only used for scientific purposes.

Researcher: Riham Abu Diak

Part One: Personal Information

1. Gender : Male () Female ()

2. Academic level: First Year () Second Year () Third Year () Fourth Year ()

3. Faculty: English Language and Literature () TEFL Major ()

Part Two: Read the items below carefully and respond to each one by placing (√) next to the answer that corresponds to your response.

First domain: EFL students' perceptions towards using paraphrasing tools.						
NO	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Paraphrasing tools improve the learning and teaching process.					
2.	Using online paraphrasing tools saves time and effort.					
3.	Students become passive when using online paraphrasing tools.					
4.	Paraphrasing tools are considered reliable educational sources for both instructors and students.					
5.	Paraphrasing tools offer inaccurate sources.					
6.	Using paraphrasing tools is a double -edged weapon.					
7.	Using paraphrasing tools is challenging.					
8.	University students utilize paraphrasing tools to improve their writing.					
9.	Paraphrasing tools have a significant effect on students' assessments.					
Second domain: Advantages of employing paraphrasing tools in learning writing.						
1.	Paraphrasing tools enhance students' English writing skills.					
2.	Paraphrasing tools highly aid students in successfully performing their writing- related assignments.					
3.	Paraphrasing tools pave the way to various educational resources on writing development.					
4.	Using paraphrasing tools boosts students' creative writing capabilities.					
5.	Paraphrasing tools develop learners' critical thinking skills.					
6.	Paraphrasing tools provide a variety of writing styles.					
7.	Paraphrasing techniques put students in the context of the written context.					
8.	Paraphrasing tools provide correct sentences and phrases.					
9.	Making mistakes in writing can be avoided via the use of paraphrasing tools.					
10.	Paraphrasing tools contribute to text analysis.					
11.	Paraphrasing tools simplify complex texts.					
12.	Students can write down thoughtful ideas by using paraphrasing tools.					
13.	Employing paraphrasing tools increase the effectiveness of the research process.					
14.	Paraphrasing tools enhance the quality of the content.					

15.	Paraphrasing tools foster ethical writing practices.					
16.	Using paraphrasing tools ensures that the original context is respected through the process of writing.					
17.	Paraphrasing tools could be helpful for students who face difficulties in writing.					
18.	Instructors encourage their students to employ paraphrasing tools as helpful means in their academic writings.					
19.	The employment of paraphrasing tools by some students leads to inequalities between them.					
20.	Paraphrasing tools offer critical perspectives in writing.					
21.	Paraphrasing tools encourage collaboration among students outside the classroom.					
22.	Paraphrasing tools may highly serve qualified students in writing.					
23.	Paraphrasing tools lead to bias in writing.					
24.	Linguistic and grammatical errors can be identified by using paraphrasing tools.					
Third domain: Disadvantages of employing paraphrasing tools in learning writing.						
1.	Plagiarism and cheating might rise as a result of using paraphrasing tools.					
2.	Paraphrasing tools decrease students' involvement with the content of their writing assignments and projects.					
3.	The content provided by paraphrasing tools is not interconnected and too general.					
4.	Paraphrasing tools lessen the value of teaching and learning writing courses at colleges and universities.					
5.	Paraphrasing tools have negative impacts on students' creative writing.					
6.	Paraphrasing tools reduce the roles of instructors and students in the writing courses.					
Fourth domain: The role of paraphrasing tools in shaping creative writing future.						
1.	Paraphrasing tools alter, improve or possibly challenge the traditional techniques of learning creative writing.					
2.	The quality of students in the workplace will be highly affected by their use of paraphrasing tools.					
3.	Using paraphrasing tools undervalues the learning styles in writing courses.					
4.	Using paraphrasing tools leads to undesirable outcomes.					
5.	There is a lack of knowledge about the use of paraphrasing tools in teaching and learning writing.					
6.	Training on using paraphrasing tools is necessary for both instructors and students.					
7.	Students' writing levels are negatively affected by using paraphrasing tools.					
8.	The resources available for both instructors and students through paraphrasing tools are restricted.					
9.	In writing, paraphrasing tools take the role of human labor.					

10.	Paraphrasing tools open doors for learners to contribute to their learning.					
11.	Concerns about using paraphrasing tools may decline its efficiency.					

The researcher truly appreciates your time, effort, and valuable responses. Your answers will help the researcher better understand the effectiveness of using paraphrasing tools in improving writing skills.

Appendix (B)

The Interview Questions

The researcher is writing a master's thesis on EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University. This interview is one of the instruments used to investigate the role of using paraphrasing tools in enhancing English students' creative writing abilities. Please read the questions carefully and answer them honestly based on your experience in using paraphrasing tools in writing courses. Your responses will be strictly confidential and only used for scientific purposes.

Questions of the interview:

General questions about the role of using paraphrasing tools in writing courses.

Q1: Have you ever used paraphrasing tools? Which ones did you use if the answer is “yes”? Which ones do you prefer, and why?

Q2: What are the main reasons for using paraphrasing tools?

Q3: What are your concerns about using paraphrasing tools?

Q4: Do you think that using paraphrasing tools violates the writing ethics?

Q5: “Do you think, as an EFL student, that using paraphrasing tools reduces your critical thinking and kills creativity? Explain.”

Q6: How can employing paraphrasing tools develop your writing skills?

Thanks a lot for your generous cooperation

Appendix (C)

List of Arbitrators

The Validation Committee

Prof. Khalid Dweikat, Methods of Teaching Department, Al-Quds Open University.

Dr. Munther Zyoud, Methods of Teaching Department, Al-Quds Open University.

Dr. Fouad Hasan, English Department, Al-Quds Open University.

Dr. Nemer Badwan, Faculty of Business and Economics, Palestine Technical University-Kadoori.

Dr. Rasha Attalla, Department of Computer Systems and Information Technology, University of Malaya.

Ms. Mosaddaq Barahmeh, English Department, Arab American University.

Mrs. Fatima Dweikat, lecturer, Al-Quds Open University.

Appendix (D)

Permission from An-Najah National University to facilitate conducting the study

5/7/25, 12:53 PM IRB Approved Letter.docx - Google Docs

 **جامعة النجاح الوطنية**
An-Najah National University

مكتب مجلس المراجعة المؤسسية
Office of Institutional Review Board (IRB)

حضرة الدكتورة تهاني بشارت المحترمة

يسعدنا أن تعلمك أنه تم الموافقة على اقتراح بحثك بعنوان:

EFL Students' Perceptions Towards Using Paraphrasing Tools in Writing Courses at An-Najah National University.

من قبل مجلس المراجعة المؤسسية (IRB) في جامعة النجاح الوطنية.

فيما يلي تفاصيل الموافقة:

تم التقديم من قبل:	تهاني بشارت، رهام ابودياك
تاريخ الموافقة:	7/5/2025
رقم بروتوكول:	Fgs/ Hum. May. 2025/12

نرجو منك التكرم بإبلاغ المجلس عن أي تعديلات قد تطرأ على بروتوكول الدراسة لإجراء المراجعة المناسبة. إذا كانت لديك أي استفسارات أو تحتاج إلى مزيد من المعلومات، فلا تتردد في التواصل معنا عبر البريد الإلكتروني irb@najah.edu.
نشكرك على التزامك بالمعايير الأخلاقية في البحث العلمي.

مع أطيب التحيات،

د. نجيم كتانه،
رئيس مجلس المراجعة المؤسسية (IRB)



University
Nablus, Palestine - Tel: +972(9)2345113 - EX. 88- 4323 - Fax: +972(9)2345982 - E: info@najah.edu

Department
irb@najah.edu

ANajahUnl
[https:// www.najah.edu](https://www.najah.edu)

<https://docs.google.com/document/d/17sOIPPIrFx5AKYG4C7ynBzjyE1Uz9GVr/edit?pli=1>

339/344

Appendix (E)

Tables

Table (11)

Results of One-Way ANOVA of EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to academic level

Domains	Year of Study	Sum of Squares	Df	Mean Square	F	Sig.
EFL students' perceptions towards using paraphrasing tools	Between Groups	3.074	3	1.025	5.971	0.051
	Within Groups	40.506	236	0.172		
	Total	43.580	239			
Advantages of employing paraphrasing tools in learning writing	Between Groups	0.966	3	0.322	1.430	0.235
	Within Groups	53.140	236	0.225		
	Total	54.105	239			
Disadvantages of employing paraphrasing tools in learning writing	Between Groups	2.570	3	0.857	1.446	0.230
	Within Groups	139.818	236	0.592		
	Total	142.388	239			
The role of paraphrasing tools in shaping creative writing Future	Between Groups	0.840	3	0.280	0.963	0.411
	Within Groups	68.582	236	0.291		
	Total	69.421	239			
Total	Between Groups	0.094	3	0.031	0.194	0.900
	Within Groups	38.180	236	0.162		
	Total	38.275	239			

* The mean difference is significant at the 0.05 level.

Table (12)

Independent two-sample t-test result of the EFL students' perceptions towards using paraphrasing tools in writing courses at An-Najah National University due to faculty

Domain	Category	N	Mean	S. D	t	Sig.*
EFL students' perceptions towards using paraphrasing tools	English Language and Literature	176	3.77	0.43	-0.359	0.720
	TEFL Major	64	3.79	0.40		
Advantages of employing paraphrasing tools in learning writing	English Language and Literature	176	3.73	0.51	-1.523	0.129
	TEFL Major	64	3.84	0.33		
Disadvantages of employing paraphrasing tools in learning writing	English Language and Literature	176	3.41	0.73	1.809	0.072
	TEFL Major	64	3.21	0.86		
The role of paraphrasing tools in shaping creative writing Future	English Language and Literature	176	3.46	0.53	1.353	0.177
	TEFL Major	64	3.36	0.54		
Total degree	English Language and Literature	176	3.59	0.41	0.775	0.439
	TEFL Major	64	3.55	0.36		

*. The mean difference is significant at the 0.05 level.



جامعة النجاح الوطنية
كلية الدراسات العليا

تصورات طلاب اللغة الإنجليزية كلغة أجنبية نحو استخدام أدوات
إعادة الصياغة في مساقات الكتابة في جامعة النجاح الوطنية

إعداد

رهام فوزي عبد الرحمن أبو دياك

إشراف

د. تهاني رفعت بشارات

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2025

تصورات طلاب اللغة الإنجليزية كلغة أجنبية نحو استخدام أدوات إعادة الصياغة في مساقات الكتابة في جامعة النجاح الوطنية

إعداد

رهام فوزي عبد الرحمن أبو دياك

إشراف

د. تهاني رفعت بشارات

الملخص

يتأثر التعليم بشكل كبير بالتقدم التكنولوجي. قد يكون الطلاب عرضة للسرقة الأدبية بسبب الاستخدام الواسع النطاق للتكنولوجيا. تساعد أدوات إعادة الصياغة في إعادة كتابة النصوص باستخدام التكنولوجيا. إن الأبحاث التي تستكشف تأثير أدوات إعادة الصياغة على مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية نادرة. سعت الدراسة الحالية إلى التحقيق في وجهات نظر طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام أدوات إعادة الصياغة في دورات الكتابة في جامعة النجاح الوطنية. ولتحقيق ذلك، استخدمت الدراسة نهجاً مختلطاً (كمي ونوعي). تضمن النهج الكمي استبياناً مكوناً من 50 بنداً تضمن أربعة مجالات: تصورات طلاب اللغة الإنجليزية كلغة أجنبية حول استخدام أدوات إعادة الصياغة، ومزايا وعيوب استخدام أدوات إعادة الصياغة في تعلم الكتابة، ودور أدوات إعادة الصياغة في تشكيل مستقبل الكتابة الإبداعية. قامت عينة عشوائية من 240 طالب وطالبة من طلاب اللغة الإنجليزية وآدابها وأساليب تدريس اللغة الإنجليزية في جامعة النجاح الوطنية بملء الاستبيان خلال الفصل الدراسي الثاني من العام الدراسي (2024-2025). بالنسبة للنهج النوعي للدراسة، أجرى الباحث مقابلات مع 17 طالب وطالبة مسجلين حالياً في كل من تخصصي اللغة الإنجليزية وآدابها وأساليب تدريس اللغة الإنجليزية كلغة أجنبية في جامعة النجاح الوطنية. تضمنت هذه المقابلات ستة أسئلة مفتوحة للحصول على إجابات شاملة والحصول على بيانات نوعية ثرية. تمت مقابلة بعض الطلاب وجهاً لوجه، بينما أجاب آخرون على أسئلة المقابلة عبر مصادر اتصال مختلفة عبر الإنترنت، بما في ذلك تطبيقات واتساب، ماسنجر، البريد الإلكتروني، والتسجيلات الصوتية. سمح هذا

النهج المختلط بإجراء تحليل شامل لوجهات نظر طلاب اللغة الإنجليزية كلغة أجنبية حول استخدام أدوات إعادة الصياغة في دورات الكتابة في جامعة النجاح الوطنية. أظهرت نتائج الدراسة تأثيرًا إيجابيًا عامًا لاستخدام أدوات إعادة الصياغة على تحسين مهارات الكتابة لدى الطلاب من وجهات نظر طلاب اللغة الإنجليزية وآدابها وأساليب تدريس اللغة الإنجليزية في جامعة النجاح الوطنية. بالإضافة إلى ذلك، وفيما يتعلق بالمتغيرات المستقلة في الدراسة، وُجد أن للجنس دورًا ذا دلالة إحصائية في تصورات طلاب اللغة الإنجليزية كلغة أجنبية في جامعة النجاح الوطنية اتجاه استخدام أدوات إعادة الصياغة في مساقات الكتابة، وذلك لصالح الطلاب الذكور في المجالين الثاني والرابع. في المقابل، لم يُظهر المجالان الأول والثالث فروقًا ذات دلالة إحصائية. ومع ذلك، لم تكن هناك فروق ذات دلالة إحصائية في تصورات الطلاب تُعزى إلى مستواهم الأكاديمي وأعضاء هيئة التدريس. أوصت الباحثة باستخدام أدوات إعادة الصياغة لتطوير مهارات الكتابة لدى الطلاب، وقدمت بعض التوصيات لمدرسي اللغة الإنجليزية كلغة أجنبية، والباحثين، ومطوري برامج إعادة الصياغة، ومصممي المناهج.

الكلمات المفتاحية : أدوات إعادة الصياغة، النزاهة الأكاديمية، مساقات الكتابة، و تماسك وترابط النص.