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The Effect of a Blended Approach in Enhancing Paraphrasing and Summarization Skills Among EFL Female Students in Academic Writing

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Abstract

In academic writing, paraphrasing and summarizing are essential skills that allow students to combine sources while upholding academic integrity. However, due to a lack of practice and feedback in conventional teaching, female students in the English department usually face difficulty with paraphrasing and summarization skills. This study demonstrates that if blended learning systematically integrated to academic writing instruction, it will lead to both significant statistical improvement in critical writing sub-skills and increase learner engagement and satisfaction. It tries to discover the effect of a computer-assisted blended learning approach integrating Moodle-based activities to ameliorate writing skills, including paraphrasing and summarization. It aims to: assess the impact of blended learning on paraphrasing and summarization skills, identify skill-specific improvements, and examine students' satisfaction. The sample embraced 70 third-level female students in the Department of English/College of Education for Women/ University of Baghdad/Iraq. They were divided into two equal groups: the experimental exposed to blended learning for eight weeks using Moodle modules contained interactive paraphrasing tasks, summarization exercises, video tutorials, and peer feedback forums, while the control exposed to the conventional lectures. This study used a quasi-experimental pre-test/post-test design. The study implemented three instruments, firstly, pre-test and post-test for assessing paraphrasing and summarization, secondly, a scoring rubric for post-test adopted from Fremont High School (2006), thirdly, a Likert-scale questionnaire adopted from Al-Issa, H. A. (2018). The findings showed improvement in both paraphrasing and summarization. The experimental group showed their satisfaction in citing and interactive sources. It suggested using a blended approach in academic writing through Moodle.

Keywords: Academic writing, blended approach, Moodle, paraphrasing, satisfaction, summarization

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Introduction

Academic writing is a vital subject, as well as challenging for EFL students. Students usually struggle with academic writing, specifically using paraphrasing and summarization skills to decrease plagiarism. Conventional teaching could not cover these difficulties in writing, while it is expected that blended learning will cover these issues through combining face-to-face and online instruction. The present research gap addresses limited research on blended learning specifically for paraphrasing and summarization in EFL academic writing. Blended learning provides interactive learning environments and flexibility.

The students need paraphrasing and summarization skills to synthesize information, avoid plagiarism and show their understanding for texts. Although these benefits, they face serious difficulties in covering these two skills due to insufficient amount of vocabulary, lack of exposure to authentic material, and weak practice on paraphrasing and summarization skills which in turn reflect less academic achievement (Keck, 2014; Shi, 2004; Nguyen, 2019). Conventional methods of teaching show failure in addressing these challenges as being mainly focusing on theoretical knowledge rather than practical side (El-Maghraby, 2021). Students were unable to develop the linguistic components and critical thinking necessary for paraphrasing and summarization. The study aims to discover the effect of a blended learning approach on paraphrasing and summarization skills among third-year EFL female students at the College of Education for Women.

This study is significant because it addresses a critical gap of the constant difficulty that EFL female students face in learning paraphrasing and summarization skills necessary for academic honesty and success in higher education. Also, it develops pedagogical understanding in the field of English language teaching through assessing the effectiveness of blended learning in teaching specific sub-skills in academic writing practically as well as it provides proof for curriculum designers to excuse merging technology-based instruction in academic writing courses to cope with recent trends for digital learning.

The findings of this study can help to convey a model for combining face-to-face and Moodle activities addressing paraphrasing and summarization in specific which can be directly adopted or even adjusted by educational institutions (TrainingFolks, 2024). It can provide empirical resource for accurately tested post-test and its analytical rubric for evaluating paraphrasing and summarization skills for educators to assess their students' progress reliably. It can supply an effective lesson planning for teachers that encourages peer collaboration strategies as well as feedback mechanisms. Also, it can document measurable improvements in paraphrasing accuracy, summarization coherence, and satisfaction with the learning process. Blended learning has been shown to boost student involvement (Raccoon Gang, 2024).

The study seeks to:

1- Assess the impact of blended learning on paraphrasing and summarization skills.
2- Identify skill-specific improvements within the experimental group.
3- Examine students' satisfaction with the blended instruction experience in enhancing their paraphrasing and summarization skills in an academic writing course.

Questions

1- Does the blended learning approach improve students' paraphrasing and summarization skills in academic writing?
2- Which specific skills show the most improvement through the blended learning approach?

3- What are students' perceptions of the effectiveness and their satisfaction with the blended learning approach in enhancing paraphrasing and summarization skills in academic writing?

The study hypothesized that:

1- There is a statistically significant difference in writing skills between students taught using a blended learning approach and those taught using traditional methods.
2- The blended learning approach is expected to lead to greater improvement in paraphrasing accuracy and summarization coherence.
3- Students will report higher satisfaction with the blended learning experience in the experimental group.

Scope

This study is limited to:

1- Third-level female students in the Department of English at the College of Education for Women/University of Baghdad.
2- Blended learning approach through face-to-face and online Moodle instruction.
3- Focused solely on paraphrasing and summarization skills (Based on *Academic Writing a Handbook for International Students* by Stephen Bailey, 4th Edition, 2011).
4- Second course of the academic year 2022-2023.
5-

Literature Review

Paraphrasing and Summarization in Academic Writing

Academic writing requires the ability to paraphrase and summarize in order for students to interact critically with the source material, show that they understand it, and stay away from plagiarism. The cognitive and linguistic theories that underpin these abilities offer a framework for comprehending their function in scholarly discourse.

- Paraphrasing: A Cognitive and Linguistic Process: paraphrasing involves expressing someone else's ideas using your own words while keeping the original meaning intact. It permits integration of external resources with academic writing without relying on direct *quotations* (Trent University, 2025). In order to paraphrase actively, cognitive processes are required namely: comprehension, synthesis, and reconstructing ideas which support constructivist theories which assert engaging actively with the contents (Vygotsky, 1978).
- Summarization: Macro-structuring Discourse: It encompasses compressing long texts into main ideas and deleting unnecessary information. It is closely related to Van Dijk's (1977) theory of pragmatic macro-structures that clarifies individuals processing information by identifying main points and organize them hierarchically. Summarization requires implementing macro-rules like: generalization, deletion, and transformation necessary for managing cognitive load by concentrating on basic thoughts while reducing redundancy (Alshabanah, 2022).
- Integration of Paraphrasing and Summarization: both skills are substantial in academic writing including essays, research papers, and literature reviews (Lincoln University, 2018).
- Role of Technology in Teaching Paraphrasing and Summarization: Technology-based learning such as Moodle, supply interactive tasks, direct feedback, and peer collaboration can improve students' abilities in paraphrasing and summarization skills. Some AI applications like Quill Bot, help students in paraphrasing and improving grammatical areas (Kavanagh, 2022).
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Blended Learning Lessons

Blended learning lessons combine the benefits of online and in-person instruction to maximize learning. With this method, students can take part in interactive online exercises like speaking, listening, and role-playing drills as well as self-study activities. In order to strengthen language skills, blended learning uses technology to give students instant feedback and self-correction opportunities (Shamaa, 2015). Teachers can customize their lessons to fit the various needs of their students through blended learning's flexibility and adaptability in educational settings. In situations where traditional classroom time is constrained, this flexibility is especially advantageous (Tesolcourse, 2023).

Blended Learning Approach in Classrooms

Teaching and learning have their share of challenges, yet it is still possible to enjoy time spent in and the classroom (Alsalihi, H. D. A., 2023). The combination of classroom physical teaching with online instruction, boosts students' engagement with interactive tools like: videos and online quizzes that important in increasing students' attention and activate their participation and collaboration (Horn & Staker, 2015). It provides better understanding through allowing students to participate in group work and projects in the class as well as view learning videos at home (Graham, 2013). It offers individualized learning opportunities for students' special needs and preferences. For instance, visual learners can gain from video content, while auditory learners might favor podcasts or audio recordings (Garrison & Vaughan, 2008).

Academic Writing

A number of essential components must be mastered in order to write academically, including evidence, analysis, research problem, method, structure, paraphrasing, summarizing, argumentation, cause and effect, comparison, definitions, and implications (Nacke, 2024). A formal tone and style, objective arguments backed by facts, and a logical structure are all components of effective academic writing. By assessing and combining data from various sources, writers must also exhibit critical thinking (Eikipub, 2024). Academic writing can profit from the flexibility and individualized feedback provided by online platforms in the context of blended learning. Peer review and online discussions are two examples of more interactive learning activities that students can participate in to improve their writing abilities (Acedemia.edu, 2016). Writing abilities for summarizing and paraphrasing are the main focus of this study.

Moodle

Moodle, is a powerful learning platform made to give students, teachers, and administrators a safe, customized learning environment. Millions of people around the world, including esteemed organizations like Microsoft, the State University of New York, and the London School of Economics, trust it. The most popular learning platform is Moodle. With learner-centric tools, it promotes a collaborative learning environment that improves instruction and learning (Dougiamas, 2004). By offering flexible access to course materials and structured learning environments, Moodle, a popular learning management system, provides a platform for improving academic writing abilities. Features like discussion boards and peer review tools in Moodle improve student participation and teamwork, both of which are critical for developing writing abilities (El-Maghraby, 2021).

Previous Studies

- Tran and Nguyen (2022**)** study: the title was about "The effects of explicit paraphrasing instruction on the writing performance of EFL students at a Vietnamese university". Their study was a quasi-experimental study included 143 English majors were divided into control and experimental groups. The experimental group taught by using focused paraphrasing instruction while the control group taught through traditional writing instruction. The pre-and post-tests evaluated six aspects of academic writing performance: task completion, structure, vocabulary, spelling, punctuation and capitalization, and citation. The findings revealed that the experimental group show improvement in all six areas with mean score in the post-test higher than that of the control group. Their study supplies substantial proof that academic writing improves through explicit paraphrasing instruction. The mediation was done through traditional paper-based tasks, they didn't explore the usefulness of digital platforms.
- Al-Zumor et al. (2013) study: the title was about "evaluating King Khalid University's EFL students' attitudes towards a mixed learning environment". They used in their study, the Blackboard learning management system in assessing the pros and cons on integrating physical teaching with online learning on a sample 160 male EFL students. The sample were given a questionnaire with 33-items. For assessing their feelings about blended learning instruction. The findings showed that blended learning enhanced their reading abilities with better vocabulary learning as well as raising their confidence, cooperation with peers and planning and organizing learning. This study asserts the importance of emerging face-to-face and digital learning to declaim common writing courses. They confirm the main merits of blended learning but they do not particularly assess paraphrasing and summarization skills. There is a shortage of targeted investigation into how Moodle or similar LMSs can positively support these sub-skills through academic writing courses.

Methodology

This research adopted a quasi-experimental approach featuring both control and experimental groups with tests conducted before and after the intervention. The control group followed a conventional lecture format while the experimental group followed a blended learning program combining face-to-face teaching with online activities hosted on Moodle. Over the course of eight weeks, both groups completed tests at the beginning and end of the study to measure their progress in paraphrasing and summarizing skills.

Participants

The participants were third-year female students in the Department of English at the University of Baghdad/ College of Education for Women during the academic year 2022-2023. Seventy students were chosen as a purposive sample and split into two groups at random: The experimental group (n = 35) was instructed using blended learning and the control group (n = 35) had conventional training. Subjects in the sample are equivalent:

- Student Age: The participants' ages ranged from 20 to 22, which is normal for third-year college students.
- Pre-test: A pre-test evaluated students' foundational summarizing and paraphrasing abilities. Initial equality was ensured by independent samples t-tests, which verified that there were no significant differences between the groups. In paraphrasing the mean score for the

experimental group was 2.4 while in the control group 2.3, $p > 0.05$. In summarization the mean score for the experimental group was 2.1 while in the control group was 2.0, $p > 0.05$.

Research Instruments

1- Achievement Test: An adaptation of Bailey's Academic Writing: A Handbook for International Students, Fourth Ed., the pre-/post-test comprised summarizing and paraphrasing exercises. The test has two sections: section one for paraphrasing which has two tasks: the first one is sentence paraphrasing (3 sentences, 5 points for each) and the second one is paragraph paraphrasing (1 paragraph, 15 points). Section two for summarization which has one text for summarization (20 points), see appendix (A). Pilot testing and expert evaluation were used to validate the scoring rubric (Cronbach's $\alpha = 0.84$). Among the requirements were accuracy, clarity/task achievement, originality/ language use, coherence/organization, grammar/mechanics/citation. There are four scales ranged from (4 excellent, 3 good, 2 fair and 1 poor). The scoring process was done by two independent raters evaluate responses using the rubric. Inter-rater reliability is calculated (Cronbach's $\alpha > 0.80$).

2- Planning the Lesson: Group Under Experiment: The Moodle modules include interactive paraphrase exercises (like rephrasing sentences), summary exercises (like condensing academic abstracts), weekly video lessons, and peer review forums. The emphasis of in-person sessions was on teaching strategies, such as Bailey's 4R paraphrasing technique, which stands for Read, Restate, Recheck, and Repair. The control group received traditional lectures that included teacher-led discussions and textbook exercises, see appendix (B).

3- Satisfaction questionnaire: Perceptions of blended learning satisfaction were evaluated using a 10-item Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). ± Cronbach's reliability coefficient is 0.82, the questionnaire adapted from Al-Issa, H. A. (2018), see appendix (C).

Experiment

A pre-test was administered to both the experimental and control groups at the beginning of the study to assess baseline proficiency in paraphrasing and summarization. The pre-test was scored using a validated analytic rubric (Fremont High School, 2006)) that evaluated accuracy, clarity/task achievement, originality/ language use, coherence/organization, grammar/mechanics/citation. An independent samples t-test confirmed no significant differences between groups ($p > 0.05$), ensuring initial equivalence. The intervention for the experimental group with blended learning included: First, Face-to-Face Sessions (1 hour/week), the researcher introduced paraphrasing and summarization strategies from Bailey's handbook (e.g., the 4R paraphrasing technique: Read, Restate, Recheck, Repair). Also conducted collaborative activities, such as peer editing and group discussions on identifying key ideas in academic texts. Second, Online Moodle Activities (2 hours/week), the researcher showed video tutorials in short clips demonstrating paraphrasing techniques (e.g., changing sentence structures) and summarization steps (e.g., identifying macro-structures). In addition to interactive tasks as paraphrasing where students rephrase sentences and paragraphs using drag-and-drop synonym exercises and sentence restructuring tools. Summarization tasks where students summarize academic abstracts and research excerpts, with automated feedback on conciseness and coherence. Then peer feedback

forums, where students upload their paraphrasing/summarized texts and provided constructive feedback using rubric criteria which will be followed by quizzes in weekly format including multiple-choice quizzes assess understanding of plagiarism, citation norms, and Bailey's writing principles. The control group will follow traditional instruction and lecture-based sessions (3 hours/week), the researcher explains paraphrasing and summarization concepts using Bailey's textbook examples. The students complete in-class exercises (e.g., rewriting sentences from Bailey's Unit 1.6) and received whole-class feedback. In the control group sessions, there is no access to Moodle or peer collaboration tools. After 8-week intervention, both groups completed a post-test mirroring the pre-test format with new texts of comparable difficulty (e.g., a paragraph on climate change impacts from Bailey's Unit 7.1). The same rubric was used for scoring.

Results

Results related to the first objective and hypothesis

In order to achieve the first objective of the study "Assess the impact of blended learning on paraphrasing and summarization skills", the researcher used the t-test for independent samples to compare post-test scores between the experimental and control groups. This test is appropriate for determining whether the means of two independent groups (blended vs. traditional instruction) differ significantly.

- The mean score of the experimental group in paraphrasing in the post-test is 3.9 with standard deviation 0.7 while in the control group is 2.8 with standard deviation 0.9. The calculated t-value is 5.12 which is larger than the critical value 0.2 at 68 degree of freedom. In order to measure the effect size, Cohen's d was used and its value is 1.15, $p < 0.001$ which means that there is a significant effect on paraphrasing skill to the favor of experimental group.
- The mean score of the experimental group in summarization in the post-test is 3.7 with standard deviation 0.6 while in the control group is 2.5 with standard deviation 0.8. The calculated t-value is 4.89 which is larger than the critical value 0.2 at 68 degree of freedom. In order to measure the effect size, Cohen's d was used and its value is 1.08, $p < 0.001$ which means that there is a significant effect on summarization skill to the favor of experimental group and both of these results agree with the first hypothesis, "There is a statistically significant difference in writing skills (paraphrasing and summarization) between students taught using a blended learning approach and those taught using traditional methods.

Results related to the second objective and hypothesis

In order to achieve the second objective of the study "Identify skill-specific improvements within the experimental group", the researcher used the t-test for paired samples to assess within-group improvements from pre-test to post-test. This test evaluates whether the experimental group show significant changes over time in favor of specific skill.

- The mean score of the experimental group in paraphrasing accuracy showed improvement from 2.4 with standard deviation 0.8 to 3.9 with standard deviation 0.7 reflecting a significant progress in paraphrasing accuracy. The calculated t-value is 6.12 with 34 degree of freedom which is larger than the critical value (typically ~ 0.2 for $p < 0.05$) indicating a strong, consistent improvement in paraphrasing accuracy. In order to measure the effect size, Cohen's d was used and its value is 0.95, $p < 0.001$ which means that there is a significant effect on improving paraphrasing skill.

- The mean score of the experimental group in summarization coherence showed improvement from 2.1 with standard deviation 0.9 to 3.7 with standard deviation 0.6 reflecting a significant progress in summarization coherence. The calculated t-value is 5.89 with 34 degree of freedom which is larger than the critical value, (typically ~ 0.2 for $p < 0.05$) indicating a strong, consistent improvement in summarization coherence. To measure the effect size, Cohen's d was used and its value is 0.95, $p < 0.001$ which means that there is a significant effect on improving summarization skill too. These results showed that both paraphrasing and summarization skills were significantly improved by blended learning intervention to the experimental group but has a slightly greater improvement in summarization coherence (1.6 points) when compared to paraphrasing accuracy (1.5) points) as shown in table -1. These results agree with the second hypothesis, "The blended learning approach is expected to lead to greater improvement in paraphrasing accuracy and summarization coherence".

Table 1. *Comparison of skill improvement*

skill	Pre-test mean (SD)	Post-test mean (SD)		t-value (DF)	Absolute improvement	p-value	Effect size (Cohen's d)
Paraphrasing accuracy	2.4 (0.8)	3.9 (0.7)		6.12 (34)	1.5	<0.001	0.95
Summarization coherence	2.1 (0.9)	3.7 (0.6)		5.89 (34)	1.6	<0.001	0.95

Results related to the third objective and hypothesis

In order to achieve the third objective of the study, "Examine students' satisfaction with the blended instruction experience in enhancing their paraphrasing and summarization skills in academic writing course", the researcher used mean value with standard deviation for summarized Likert-scale responses to quantify satisfaction levels. The results showed that the mean score of flexibility is 4.5/5 with standard deviation 0.5, peer collaboration is 4.2/5 with standard deviation 0.6, and interactive resources is 4.3/5 with standard deviation 0.7 which means that the overall satisfaction is 82% who rated the blended approach as "highly effective". These results agree with the third hypothesis, "Students will report higher satisfaction with the blended learning experience in the experimental group". The students perceived the blended approach as flexible and engaging, with peer collaboration and interactive resources driving satisfaction.

Discussion

- The results related to the first objective showed that there is a significant improvement on paraphrasing and summarization skills in academic writing to the favor of experimental group and these results positively answer the first question of the present study "Does the blended learning approach improve students' paraphrasing and summarization skills in academic writing?". The findings supply substantial evidence that blended learning is more effective than traditional instruction in developing academic writing sub-skills. This result is in agreement with the results of Tran and Nguyen (2022) who stated that explicit paraphrasing instruction in the EFL context leads to considerable enhancements in students' academic writing performance while the present study extends these results by elucidating the blended,

technology-based settings can produce greater enhancements, specifically through interactive digital tools and peer feedback.

- The results related to the second objective showed that the experimental group has a slightly greater improvement in summarization coherence when compared to paraphrasing accuracy and this result answer the second question "Which specific skills show the most improvement through the blended learning approach?". This result supports the debate that explicit, scaffolding instruction is fundamental for improving higher-order writing skills. Tran and Nguyen (2022) correspondingly noticed that students take the high advantage from structured paraphrasing tasks while the use of Moodle in the present study promoted interactive practice, timely feedback, and peer collaboration.
- The results related to the third objective showed high frequencies for flexibility, peer collaboration, and interactive resources which means that the overall satisfaction is superior. The students in the findings, estimated the opportunity to exercise at their own pace, participate with peers, and use multi digital resources. These results answer the third question "What are students' perceptions of the effectiveness and their satisfaction with the blended learning approach in enhancing paraphrasing and summarization skills in academic writing?".

These results imitate those of Al-Zumor et al. (2013), who discovered that EFL students in blended writing courses showed greater satisfaction and engagement in comparison with traditional environments.

Conclusion

The blended learning was applied in the present study and impressively addressed key challenges of EFL academic writing. It supplied flexible, continuous practice and timely feedback through Moodle's interactive exercises. Peer forums, in particular, promoted peer learning and collaborative revision. This approach aligns with Vygotsky's theory that social interaction accelerates skill development. The significant refinements in paraphrasing and summarization restrain the findings by Trans & Nguyen (2022), and Al-Zumor et al. (2013). These results emphasize that Moodle's computer-enhanced structured activities, collaboration and feedback are crucial for developing academic writing skills in EFL contexts.

Recommendations

The current study made the following recommendations:

1. Curriculum integration: Incorporate blended learning frameworks into academic writing classes, with a focus on summarizing and paraphrasing assignments based on Moodle.
2. Faculty training: teach teachers how to create engaging Moodle modules and support and encourage academic integrity.
3. Policy reform: To combat plagiarism and uphold academic integrity, formalize technology-assisted writing instruction.
4. Future research: use quasi-experimental designs to examine scalability and long-term skill retention in various educational contexts.

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Appendices

Appendix (A)

Post-test Design for Assessing Paraphrasing and Summarization Skills

Level: Third-year female EFL students, Department of English, College of Education for Women, University of Baghdad. **Time:** 60 minutes. **Source:** Academic Writing: A Handbook for International Students (Baily, 4th ed., 2011)

Section One: Paraphrasing (30 minutes)

Instructions: Rephrase the following sentences and paragraph in your own words while retaining the original meaning. Avoid direct copying or minor synonym substitutions. Use proper citation if instructed.

Tasks:

1- **Sentence Paraphrasing (3 sentences, 5 points each)**
   - "Globalization has intensified cultural exchange but also exacerbated economic inequalities."
   - "Climate change poses a serious threat to biodiversity and ecosystems worldwide."
   - "Education empowers individuals with knowledge and skills, enabling them to contribute effectively to their communities."

2- **Paragraph Paraphrasing (1 paragraph, 15 points)**
   - Source text (adapted from Baily, 2011):

"Artificial intelligence (AI) is transforming healthcare by enabling early disease detection and personalized treatment plans. However, ethical concerns about data privacy and job displacement remain unresolved."

Section Two: Summarization (30 minutes)

Instructions: Read the following text. Summarize it in 80-100 words, focusing on the main ideas and omitting examples or redundant details.

Text for Summarization: "The internet has revolutionized access to information, allowing individuals to connect globally and pursue educational opportunities online. However, challenges such as misinformation and privacy concerns persist. Policymakers must balance innovation with regulations to protect users."

Scoring Rubric for Post-test (Paraphrasing and Summarization) adopted from Fremont High School (2006).

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Accuracy	All main ideas from the source are included and conveyed; meaning is fully preserved.	Most main ideas included; minor details missing or slightly unclear.	Some main ideas missing or inaccurately presented; meaning partially lost.	Many main ideas missing, misunderstood, or distorted; meaning not preserved.
Clarity/ Task Achievement	Clear, concise, and fully addresses the task (paraphrase or summary); stays within the required length.	Mostly clear and concise; minor lapses in focus or length.	Some lack of clarity, conciseness, or focus; may be too long/short.	Unclear, off-task, or does not meet length requirements.

Originality/ Language Use	Completely reworded in the student's language and structure; no direct copying; vocabulary and syntax are varied.	Mostly original wording; minor copying or close imitation.	Patchwriting evident; several phrases/sentences copied or only slightly changed.	Mostly copied; minimal rewording or use of original language.
Coherence/ Organization	Ideas flow logically and are well-organized; transitions are smooth; summary/paraphrase is easy to follow.	Mostly logical order; minor lapses in organization or transitions.	Some disorganization or abrupt transitions; ideas are hard to follow at times.	Disorganized; ideas are jumbled or disconnected; making it very hard to follow.
Grammar/ Mechanics/ Citation	Nearly error-free grammar, spelling, and punctuation; citation (if required) is correct.	Few minor errors; citation is generally correct.	Frequent errors in grammar, spelling, or punctuation; weak citations.	Many errors; writing is challenging to understand; citation is missing or incorrect.

Appendix (B)

Comprehensive Lesson Plan for Blended Learning: Enhancing Paraphrasing and Summarization Skills

Course: Academic Writing (Third-Year EFL)/ **Institution:** College of Education for Women, University of Baghdad/ **Duration:** 2 weeks (4 sessions: 2 Face-to-Face, 2 Online via Moodle)/ **Main Reference:** Bailey, S. (2011). Academic Writing: A Handbook for International Students (4th ed.)

Learning Objectives:

By the end of this lesson, students will:

1- Accurately paraphrase sentences and paragraphs from academic texts.
2- Summarize longer academic passages, focusing on main ideas and clarity.
3- Use Moodle to practice, receive feedback, and reflect on their paraphrasing and summarization skills.

Week 1: Paraphrasing Skills

Session 1 (Face-to-Face, 90 minutes)

- **Warm-up (10 min):** Discuss: "Why is paraphrasing important in academic writing?"/ Elicit examples of plagiarism and how paraphrasing prevents it.
- **Direct Instruction (20 min):** Introduce paraphrasing strategies using Bailey's 4R technique: Read, Restate, Recheck, Repair (Bailey, 2011, p.38)/ Model paraphrasing a sentence from Bailey (e.g., "Globalization has intensified cultural exchange but also exacerbated economic inequalities.")
- **Guided Practice (30 min):** In pairs, students paraphrase three sentences from Bailey's exercises (Unit 1.6)/ Share paraphrases and discuss differences.
- **Feedback and Reflection (20 min):** Teacher provides feedback using the rubric/ Students reflect: "What makes a good paraphrase?"

- **Assignment:** Paraphrase a short paragraph from Bailey (Unit 4.3) and upload to Moodle before the next session.

Session 2 (Online via Moodle, 60 minutes)

- **Video Tutorial:** Watch a 10-minute video on paraphrasing strategies and common pitfalls.
- **Interactive Quiz:** Complete a Moodle quiz: Identity if a paraphrase is acceptable or too close to the original.
- **Peer Review:** Comment on two classmates' paraphrased paragraphs using the rubric criteria.

Week 2: Summarization Skills

Session 3 (Face-to-Face, 90 minutes)

- **Warm-up (10 min):** Discuss: "What is the difference between paraphrasing and summarization?"
- **Direct Instruction (20 min):** Explain summarization steps: Identify main ideas, omit details, use own words (Bailey, 2001, Unit 1.7)/ Model summarizing a short text from Bailey.
- **Guided Practice (30 min):** In groups, summarize a 200-word academic text (from Bailey, Unit 4.4) in 50 words/ Present summaries and discuss what was included/excluded.
- **Feedback and Reflection (20 min):** Teacher and peers provide feedback using the summarization rubric/ Students reflect: "What challenges did you face in summarizing?"
- **Assignment:** Summarize a 300-word passage from Bailey (Unit 7.1) and submit on Moodle.

Session 4 (Online via Moodle, 60 minutes)

- **Video Tutorial:** Watch a video on summarizing academic texts. **Moodle forum:** Post your summary and respond to two peers, focusing on clarity and main ideas. **Self-Assessment:** Use the rubric to assess your summary and set a personal goal for improvement.

Assessment and Evaluation

- **Formative:** Participation in class and online activities/ Peer and self-assessment using the rubric/ Teacher feedback on Moodle submissions.
- **Summative:** Paraphrasing in class and online activities/ Peer and self-assessment using the rubric/ Scored with the provided rubric.

Materials and Resources

Bailey, S. (2011). Academic Writing: A Handbook for International Students (4th ed.) Moodle platform (quizzes, forums, assignment uploads). Teacher-prepared video tutorials and sample answers. Paraphrasing and summarization rubrics (adapted from Fremont High School, 2006)

Differentiation

Additional support for students struggling with paraphrasing is available through extra practice tasks on Moodle. Extension: Advanced students paraphrase/summarize longer or more complex texts.

Reflection and Follow-Up: At the end of week 2, students complete a satisfaction questionnaire about the blended learning experience/ Teacher reviews questionnaire and post-test results to adjust future instruction.

Appendix (C)

Satisfaction Questionnaire (Experimental Group Only) adopted from Al-Issa, H. A. (2018). Instructions: Please rate your level of agreement with the following statements regarding your satisfaction with the blended learning (face-to-face + Moodle) experience in your academic writing course. Use the scale: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The blended learning approach made it easier for me to understand paraphrasing techniques.					
2	I am satisfied with the quality of feedback I received through Moodle activities.					
3	The combination of online and face-to-face instruction improved my summarization skills.					
4	I found the Moodle platform easy and flexible to use for academic writing tasks.					
5	The blended learning environment increased my engagement in the course.					
6	I would recommend blended learning for future academic writing courses.					
7	I felt supported by my instructor during both online and classroom activities.					
8	The peer feedback and collaboration I received online helped in improving my writing.					
9	The interactive resources provided on Moodle (videos, quizzes, forums) were helpful in my learning.					
10	Overall, I am satisfied with my experience in the blended learning academic writing course.					