

Technology: A Zeitgeist for Paraphrasing

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Abstract—The ultimate purpose of this study is to advance the paraphrasing skill of the students from B2 to the C1 level based on the Common European Framework of Reference for Languages (CEFR) and to bring out the significance of a technology-integrated classroom. The existing studies focus on effective synchronous English language teaching but not extensively on teaching paraphrasing using new flanged technology. This is a quantitative study implemented on the heterogeneous adult learners, who belong to the age group of 19 to 25 using podcasts and zoom video conferencing. The researcher implied this experiment on 30 volunteered participants. The objective of this investigation is to encourage the use of technology and asynchronous classrooms in the modern era of teaching and learning the English language. The study is analysed with SmartPLS3. It is a software application with an innate graphical user interface for variance-based structural equation modelling (SEM). Partial Least Squares Structural Equation Modelling (PLS-SEM) has been developed recently to handle data collection since it can operate productively with small sample sizes (Reinartz et al., 2009). The result shows the effectiveness of zoom video conferencing and podcasts through the improvement attained by the learners in the skill of paraphrasing.

Index Terms—paraphrasing, technology, B2 to C1 level, podcast, zoom video conferencing

I. INTRODUCTION

Language is one of the remarkable components that have a great influence on wide-ranging communication activities. The students utilise copious English language skills such as listening, speaking, reading, and writing for their adroitness and eloquent communication (Grabe & Stoller, 2019). Though the English language is a second or a foreign language, learners accept to equip their English language writing skills. This has set the English language teachers to ponder novel ways for demonstrating and teaching writing skills. The paramount impetus of this research is to explore the use of technology in the teaching environment for the betterment of the learners' paraphrasing skills in written communication. This study investigates how the English language learners of B2 level based on the classification of the Common European Framework of Reference (CEFR) gradually progress to the C1 level through technology-integrated teaching and learning.

Indian classrooms are unlike western classrooms, after decades technology is being introduced in certain private schools. In most educational institutions chalk and talk, the method seemed to be convenient in the English classrooms before the pandemic. The use of technology like digital boards, projectors, and audio and visual aids seems to be a luxury in Indian classrooms. However, COVID-19 has changed the normal teaching milieu into topsy-turvy worldwide, especially in India. The current teaching scenario has paved way for broadened teaching with technology. It is not only a treat for the ears but also for eyes with umpteen internet sources, unlike the traditional English classroom. Embracing the right techniques to expand the learning range, re-evaluating capacities, reconstructing old thoughts; preparing for a progressive change is how an educator should accomplish ideal outcomes for the students. To assist the teaching system there is a wide scope of cutting edge technology that has its foundation in imaginative innovation and flexible software to suit the requests of the avant-garde teachers and students (Justin, 2015).

English language teaching has become very significant universally as it is indispensable for communication both written and spoken, it is as inevitable as breathing. In India, the English language was disseminated all around because of Britain's colonisation. Thus, the English language penetrated the Indian blood and the English language instructors elevated new methods and technologies to explicate the language in a better way. Technology is in vogue for the past two decades, as the count of English language learners proliferate and new training strategies have been actualised to experiment with the adequacy of the instructing procedure (Shyamlee & Phil, 2012).

English language teaching is made more effective in the education centres lately through the implementation of various applications and technologies like google classrooms, online exams, Edmodo, google meet, Kahoot, neared, Schoology, remind, and zoom video conferencing, WebEx, Skype, etc. There are two distinct differences between the traditional and technology classroom. The traditional classroom is defined by three facets "time, space and place" whereas the technology classroom is defined by three elements "interaction, technology and control" (Tan, 2017).

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Technology is used as a tool in these classrooms to evoke and develop learning habits. It paves way for the better and more effective learning of the learners as well as the teachers. Even in rural educational institutes, technology is used to enhance the revamped teaching methodology as the number of learners increases every year.

Recently, technology is intertwined closely with people's day to day activities. Technologies emphasise the visual potential of writing in ways that bring forth new configurations of image and writing on the screen. The potential of new technologies blur[s] the boundaries between the visual and the written in ways that "recast modes" and the relationships between them (Jewitt, 2005). Technology is avant-garde in the existing era in incorporating novel desirable methods to teach and learn the English language. The people on this planet grow faster to become netizens. Internet is made so easy and feasible for both the learners and the employees. Internet is the basic substratum for the technologies to be built above. It is impossible for the growth of technology and other applications without the availability of the network. Technological pedagogy has improved within the last 10 years. The use of technology in language teaching has been seen to improve the learners' disciplinary literacy (Hafner, 2014). Technology has captivated human minds, both young and old. In this technological epoch, people who do not use technology are mulled over as an antediluvian. In this paper, the researcher has implemented zoom video conference teaching and podcast teaching to kindle the interest of the learners to upgrade their paraphrasing skills. Hirvela and Du (2013) recognised paraphrasing as a chief method of utilising their own words students exhibited their comprehension skills by understanding the first thoughts of the writer. It has not only improved the reading skill but also refined the writing skill as the proverb says practice makes a man perfect.

It would be absurd if the new era of training does not execute innovation as a vehicle of correspondence and transacting ideas (Ahmed & Naser, 2015). Incorporating technology to develop paraphrasing skills enables the learners to look into various paraphrasing models available on the internet which is not accessible in the traditional classroom. Later it assists the students to think, imitate the examples learnt earlier, enhance more details in the writing piece and also enables self-evaluation. For the blooming innovation-driven age, the utilisation of technology in teaching and learning the English language may carry increased inspiration among the students to learn.

The learners may have various ideas about what authentic paraphrasing is (Roig, 2006). Writing is considered to be the most convoluted language aptitude to be learnt and instructed. It is an approach where the learners switch their thoughts into words. The key purpose of this paper is to inflate paraphrasing in writing. Paraphrasing is a proficiency that rises above the composed structure as it is a contemporaneous procedure required for all language groups, especially in the intergroup conversation and it also incorporates oral or verbal skills.

II. LITERARY BACKGROUND

A. *What Is Paraphrasing?*

Paraphrasing can be permeated as rehashing the section from a source in a new language. It is the process of changing a passage or a quote or a statement into various sentences yet giving importance to the original meaning of the text. It focuses on the significant details excluding the less important facts, it is often a challenging task for ESL students. Paraphrasing not only requires vocabulary knowledge and syntactic understanding to grasp the original text but in practising to summarise the English texts paraphrasing skill is upgraded (Bataineh et al., 2018). It likewise gives a ground-breaking option in contrast to employing direct statements, which are utilised rarely. Paraphrasing proves to be strenuous for the ESL, even if the students have achieved basic communication and speaking skill (Song, 2020).

B. *Significance of Paraphrasing*

Paraphrasing is significant in the light of fact that it helps a person comprehend the text and convert it into his/her own words. Paraphrasing plays a key role in avoiding plagiarism, which is considered a serious action in higher education. Plagiarism in learners' papers may incorporate taking others' work and accepting it as one's own, replicating the entire or even a small portion of the text, and summarising the material from the text without any suitable documentation (Park, 2003; Wilhoit, 1994). The previous research findings say, plagiarism results because of the students' juvenile paraphrasing skills. Through paraphrasing, the teacher can determine the student's proficiency in writing skill and their English language understanding capabilities. At times, the chance of plagiarism results from the students' improper paraphrasing or deficient information on relevant referencing. The learners have the chance to encounter the challenge of summarising a paragraph in an appropriate manner (Roig, 2001).

C. *Podcast as a Tool for Teaching*

The researcher used podcast and zoom applications as a tool to teach paraphrasing. A podcast is a sound record that can be effortlessly downloaded via the internet. After the audio is downloaded, a person can hear it out on the PC or an advanced device. Podcasting resembles a radio station, yet it is broadcasted through the internet and is put together as a pre-recorded substance (D'Souza & Folksonomy, 2007). A podcast is recently utilised for a progression of sound accounts that can be promulgated and gotten to via the internet (Guertin et al., 2007). Unlike the other electronic sound account devices, the best element of the podcast is that it is exceptionally easy to make, alter, and distribute. It is additionally simple to tune in to the finished result using a PC, or compact music device. The degree of innovation mindfulness expected to utilise the product is phenomenally low, even novice students can figure out how to utilise

them without any problem. The birth of wireless systems and networks pave a broader way for the new users of portable learning. Versatile learning offers students an important chance to learn at their own time and pace. Classroom learning and e-learning have their boon and bane. But the technology manoeuvre in learning has proliferated the number of learners and also intensified in improvement the teaching techniques and tools.

D. Zoom as a Tool in Teaching

In circumstances where the students are asked to stay at home, other ways are ought to be brought in to continue teaching and learning. The online learning tools have altered the way of teaching and the place of teaching. Zoom conferencing is one the user-friendly software where the user can easily access the audio, video, chat, and screen sharing and it can host about 100 participants at a time (Nadezhda, 2020). In using screen share the teacher can share materials, videos, presentations, and articles that make the students more attentive and engaging in the language classroom. One of the greatest advantages of using zoom is that the teacher can divide groups to assign group activities, the students will eventually break out into different groups and can join the class once the assigned time gets over. In addition, the students also can reflect on their thoughts by sharing videos in the zoom application. All the LSRW skills and the sub-skills can be taught to the students through zoom. The prominent advantage of zoom is both the teacher and students can record the class, and listen to it as many times as possible, unlike in the traditional classroom.

E. Conventional Teaching (Teacher-Centred Approach) vs Technology Teaching (Student-Centred Approach)

Erawati (2016) says that utilising video as media is successful in showing composing aptitude. The traditional method of teaching the students lost its effectiveness, it insists on the teacher-centred approach and the students hesitate to bring out their doubts and questions. In most traditional classrooms, the teachers play a vital role in interpreting, educating and evaluating. The students are involved in listening and memorising the concepts taught by the teacher, they lack interaction with the other students and with the teacher. The students are passive in the conventional English classroom, without interaction the students can't improve their language skills. Weimer (2002) points out that in the student-focused classroom the role of the instructor and the learners are in a need of change, with the goal that the instructor alters from the "sage on the stage" to the "guide on the side" who does not see the learners as unfilled containers to be filled with information but as explorers to be escorted along their scholarly progressive cruise. In learner-centred classrooms, the students are not expected to be passive listeners, but they are encouraged to interact with the teacher and with their fellow students and participate in the group activities such as peer-learning, group discussion, grammar teaching, debates and so on.

Student-focused methods create a chance for the learners to take up the requirement of learning by involving ineffective learning than just being passive hearers of the lecture given by the teacher (Slunt & Giancarlo, 2004). The teachers should help the students to come forward to actively participate instead of making the students just accommodate the classroom. Technology in the learning environment enhances student-centred learning as each individual is encouraged to utilise their own devices or use the computers in the institutional laboratory or at their homes. It motivates the students to learn practically, it also helps the students to overcome fear in interacting with the teacher. It also creates opportunities to converse with the teacher in the form of clarifying their doubts. Different strategies which use technology incorporate instructive programming which offers learners the chance to develop as students by enabling them to improve decipherable capacities such as note-taking and improving their cognitive skill levels like investigation and analysis (Triantafyllakos et al., 2008).

F. Technology Integrated Classroom to Equip Paraphrasing Skill

This research intends to probe the repercussions of the use of podcast and zoom video conferencing to enhance the skills of paraphrasing. New methods and innovations are introduced to language learners since the world is moving toward the advancement of technology. Zoom connects people even if they are miles away, the students have a classroom feeling with their teacher as a facilitator. Chatbox is an open platform where the students can type their doubts and also answer the questions asked by the teacher, in this way the class is engaged in two-way interaction. The experimental group of students in the zoom class were excited to learn from different environments. The podcasts and videos on paraphrasing were shared with the students. The student's results proved that the technology integrated classroom is indeed efficient. Thus, inculcating an appropriate paraphrasing skill in the second language learners is necessary for their betterment and their future contributions to this competitive world.

III. STATEMENT OF THE PROBLEM

The problem of the study is the lack of repetition and continuous practice in the classroom hinders the growth of vocabulary as well as paraphrasing proficiency in the language class. Generally, in a traditional classroom, a teacher cannot give individual attention to the learners. For effective learning, the researcher used videos and audio (podcasts) in a technology-integrated classroom, where the students can watch and hear until they understand the concept. To investigate the clarifications for learners' deficient information about paraphrasing and inapt textual borrowing, scholars have directed investigations adopting various techniques (Brown & Day, 1983; Garner, 1985). Various studies on implementing zoom to enhance reading comprehension (Kim, 2020), communicative competence (Vurdien, 2019),

intercultural competence (Giralt & Jeanneau, 2016; Vurdien & Puranen, 2018), listening and speaking skills (Lim & Pyun, 2016), oral proficiency and pronunciation (Lu et al., 2014), has given effective results on their target audience. Thus the researcher examines and enhances the learners' proficiency in paraphrasing. It also aims to elevate the language learners from B2 to C1 level.

IV. TECHNOLOGY IN CLASSROOM

A. Podcast in Language Learning Classroom

The podcast is a series of online audio portfolios that is posted on a web page or blog for the availability of the learners. Podcast recording arrangements can be downloaded to different electronic versatile gadgets, for example, MP3, cell phones, and later it can be watched or tuned at any time and wherever (Evans, 2008; Kennedy et al., 2011). The term 'podcast' is characterised as an interactive media document disseminated using systems utilising quick basic syndication whether to be played or downloaded on electronic gadgets (Kidd & Chen, 2009). Podcast lessons are unlike the traditional pattern of lessons, in the traditional classroom where the learners have to heed the instructions made by the teacher. But in technological classrooms, the learner can hear or watch the online class when he/she feels comfortable. There is a lot of boon in technology but equally, there are also oodles of disadvantages. The facilitator in the technological classroom has to be more vigilant than in the traditional classroom to look over the students to use innovation productively. The podcast learners can listen to the series of the online audio even when they are standing in a line to get something or while standing to get a train or flight ticket. Thus, time is not wasted in technology-integrated classrooms. The students' interest is also evoked, as the learning is made a bit more modified than the accustomed traditional classrooms.

B. Zoom Video Conferencing in a Language Learning Classroom

The researcher implemented video conferencing in instructing the students to develop the paraphrasing skill. It is a sub-skill of writing and speaking. The requirement is a mother of invention says the proverb, technology is the present-day desideratum. All these advanced innovations standardise the teaching methodology. Zoom video conferencing is partially synchronous and partially asynchronous, as mentioned earlier, the teachers remain the facilitators and the classroom is learner-centred. The students interact with the teacher as well as with their other fellow learners. The media richness theory states that media is extravagant when it can: handle numerous prompts simultaneously, encourage fast feedback, and utilise normal language. It begins with the face to face conversation, videoconferencing, telephone, and email and finishes with print (Aritz et al., 2018; Omlion-Hodges & Sugg, 2019).

Zoom video conferencing is a virtual classroom, the researcher provided the URL link to the students to join the class. English online classes were scheduled by the instructor, this experience gave me a new normal classroom set-up. The students' activities were viewed as the video was enabled, and individual attention was given to the students. The zoom class has a video recording facility for further references. At the beginning of each class, the teacher ensured that the class is being recorded by viewing at the upper right corner of the screen, the option to record the session is in the settings (Clay, 2017). This technique allowed the teacher to share the documents with the students to avoid distractions from outside the online class. In many institutions, the English language is taught for the sake of scores and not to help the students to acquire the skill. But in the zoom class, the instructor assisted the students to learn paraphrasing through writing, videos were shared through screen share, and consistent paraphrasing practice was given to the students along with the face to face discussion in the virtual environment. The students were highly benefitted as podcasts were shared with them consisting of paraphrasing exercises and steps to paraphrase.

V. METHODOLOGY

This study attempts to examine technology in assisting the learners to improve their paraphrasing skills from B2 level to C1 level (CEFR). Primarily this research answers the following questions

1. Is there any difference between traditional classroom teaching and online classroom teaching?
2. How do the zoom video conferencing technique and podcasts upgrade the paraphrasing skills of the learners?

A. Participants

The investigation is made on the 30 samples who were willing to upgrade their paraphrasing skill. The samples for the research were divided into a control group and an experimental group. The samples belong to the B2 level of CEFR. The chosen samples have cleared the diagnostic English test conducted by the researcher. The objective of the research is to enable the learners to reach the C1 level (advanced level) in paraphrasing through zoom class and podcasts.

B. Treatment and Procedure

The researcher conducted assessments separately to evaluate both the podcast and zoom results. For the zoom video conferencing both the control group learners and the experimental group learners were given pre-test and post-test. Both the groups were treated online, but the control group learners were taught as in the traditional class sharing a material, whereas the experimental group learners were given materials and also had virtual discussion and revision sessions.

The experimental group learners were asked to join the zoom video conferencing, the instructor explained the important steps of paraphrasing using a video. At the end of the class, the researcher gave a paragraph to the learners to paraphrase. During the process of paraphrasing, the researcher answered all the questions and doubts asked by the learners in the chatbox. This technique enabled the visual perceptions in the learners to form different sentences without losing the originality after a sequence of practice. The objective of this task was to make the students learn and imply the steps of paraphrasing. On the other hand, the oral explanation was given to the control group learners as in the traditional classroom. The researcher conducted a test through the google forms. They were given a similar questionnaire to test their improvement.

For the podcast, the researcher provided materials and the podcast to the experimental group whereas just text was provided to the control group learners. The experimental group of learners heard the audio and paraphrased the story. The researcher conducted the assessment for both the groups through online google forms. The experimental group of students enjoyed the process of learning the paraphrasing skill. Through continuous practice, the students' improvement was noticeable. The researcher assessed the students based on the correct usage of vocabulary in the paragraph. The learners who obtained above 15 marks were categorised to be excellent, above 10 marks as good, above 5 as fair and the learners who obtained below 5 marks as poor.

The assessment for the control group and the experimental group was conducted through online google forms. Learning, teaching and assessing say that the people who are in the B2 level can write news and perspectives successfully recorded as a hard copy, and identify with those of others. The students with C1 proficiency can write with clearness and accuracy, using complex sentences.

VI. RESULTS

The researcher conducted a pre-test and a post-test for the selected samples to check the efficiency of the internet-based teaching and the traditional method. The post-test was conducted for 20 marks, to test all the samples by a questionnaire. The pre-test and post-test were juxtaposed and analysed. The first research question mentioned above is examined by the pre-test and the post-test to the chosen samples. The result reveals that the internet technology in improving the language learner's paraphrasing skills is more efficacious than the traditional method of teaching. The increased variation is visible in the post-test, both podcast and zoom video conferencing has given the significant result in enhancing good paraphrasing skills. The comparison between pre-test and post-test are tabulated using SmartPLS.

TABLE 1.
RESULT OF CONTROL AND EXPERIMENT PODCAST & ZOOM PRE & POST-TEST

	Cont. Podcast	Cont. Zoom	Exp. Podcast	Exp. Zoom
cont. pod-post	0.986			
cont. pod-pre	0.199			
cont. zoom-post		0.336		
cont. zoom-pre		0.964		
exp. pod-pre			0.260	
exp. pod-post			0.987	
exp. zoom-post				0.720
exp. zoom-pre				0.763

The model pathway, modelled for this analysis is a reflective model. The reflective model is analysed using outer loading calculation. The outer loading calculation result should be greater than or equal to 7. If the value is not greater than or equal to 7 then the result is not significant. The results of a control group for podcast pre-test have the value of 0.199, the control group for zoom post-test 0.336, experiment group for podcast pre-test has the value of 0.260 is insignificance since the value is lesser than or not equal to 7. The result of the experimental group for podcast post-test is 0.987 is > than the value 7, an experimental group for zoom pre-test is 0.763 is > than 7 and post-test is 0.720 which is also > than 7 thus all these are significant since the results are greater than or equal to the value 7. The above-mentioned table depicts the significance of the performance of the experimental group. The learners of the control group do not have significant differences between pre-and post-test results compared to the experimental group. The result of the experimental group, at the podcast pre-test the learners did not score good marks, but eventually, the students got good results in the post-test. This is evidence that the internet-based class has made the students learn better.



Figure 1. Control Podcast (Pre & Post-test).

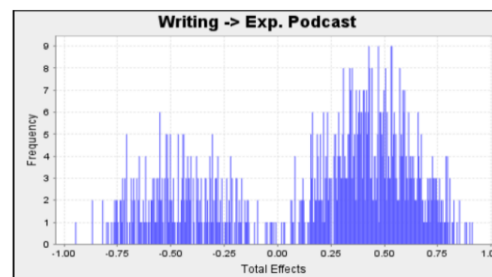


Figure 2. Experimental (Pre & Post-test)

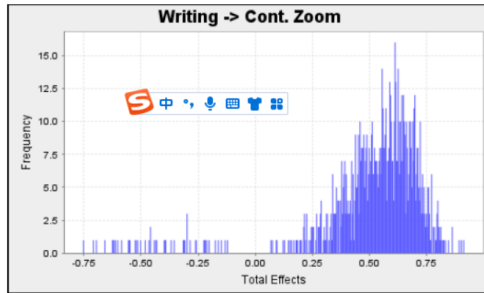


Figure 3. Control Zoom (Pre & Post-test)

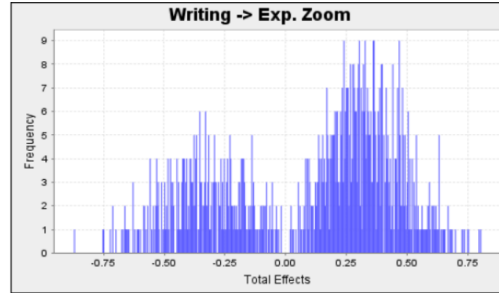


Figure 4. Experimental (Pre & Post-test)

The histogram is a graph demonstrating the number of pixels in a picture at each unique intensity value found in the image. The intensity histograms show the first-order statistics. Four highlights such as perfection, uniformity, moment and entropy are determined in the histogram diagram. The histogram diagram is developed by tallying the number of pixels at every force intensity value (Nithya & Santhi, 2011). The four histograms illustrate the marks obtained by the experimental group and the control group learners. The first chart and the second chart illustrate the difference between traditional teaching and the effectiveness of technology-integrated teaching. The x-axis represents the variable that is to be measured and the y-axis shows the frequency or the percentage. The students who were under the treatment of technology scored good marks comparing the control group. The third and fourth demonstrate the difference between the students who were given the mandatory teaching and the students who were given video conferencing teaching using zoom. This comparison also expresses that technology-based teaching has increased the resulting output. The experimental students' learning was inspired by the technology teaching. This answers the research questions that the technology teaching drives the attention of the children and enhances the learning better, thus teaching paraphrasing skills through podcasts and zoom is effective.

The frequency of the control group is low and insignificant, this shows that the traditional method is unimportant. The frequency of the experimental podcast group is high comparing the control group eventually experimental group is significant. Thus, the investigation answers the research question and proves that technology is effective in improving writing skills through paraphrasing. The experimental group learners had a different learning environment which triggered their interest to upgrade their paraphrasing skills. The videoconferencing technique not only enhances face-to-face interaction but also enables to share the content through online sharing. The audio podcast helps the learners to follow the text material. Thus, internet-based teaching is more significant than the traditional method of teaching.

VII. DISCUSSION

A. *Is There Any Difference between Traditional Classroom Teaching and Online Classroom Teaching?*

In the traditional classroom, the teacher remains active and the students are expected to stay silent, take notes and just listen to what the teacher says. But in the zoom classroom, individual attention was given, and students were actively interacting with the instructor. The conventional classroom set-up is not flexible, it is not feasible to record or share video due to the noise all around. In Indian traditional classrooms, not all classes have visual aids, but the zoom class makes teaching a bit easier for the teachers as it is flexible, and videos and materials can be shared instantly. There is a huge difference between traditional and online classroom teaching. The teachers conducting online classes have recognised the need to engage the learners, which is attempted by mailing, conducting open discussions on the select topics, responding straight away to the discussed questions and encouraging the learners (Bailey, 2009).

B. *How Do the Zoom Video Conferencing Technique and Podcasts Upgrade the Paraphrasing Skills of the Learners?*

The researcher shared the podcast file with the students that have audio recordings of the paraphrasing exercises and some instructions on the steps to paraphrase. The students were able to access the file whenever they want, this is not possible in a normal classroom. Using zoom video conferencing the instructor shared videos, and the students were permitted to record the class to watch it again if needed. In most traditional classrooms, learning happens only in the class and not outside of it. But in the zoom classroom learning is asynchronous, it allows the students to learn according to their phase in their timeframe. Asynchronous learning encourages the student's involvement and interactive learning (Rehman & Fatima 2021). The experimental group students performed better than the control group since the technology was integrated into their classroom. In the traditional English classroom, both average and intelligent students are given the same time to grasp the lessons. The experimental group of students understood paraphrasing and performed well in the post-test. Paraphrasing is generally dependent on the proficiency of summarising, to show that the writer can compress what they have perused, they also can understand what they have studied and can provide the proper proof (Fillenbaum, 1970; Keck, 2010, 2014; Shi, 2012).

VIII. CONCLUSION

The learners built their identities consistently in their paraphrasing exercise which added to their advancement in English writing (Quellette, 2008). The experimental group learners improved their paraphrasing skills when comparing the control group learners. An optimistic response to the learner's concerns can bring the outcome in a classroom that is even more learner-centred (Chung & Chow, 2004). The results of the present study show that the learner-centred approach in the technology-integrated classroom has encouraged the students to interact with the teacher and learn effectively in their phase. In the zoom classroom, paraphrasing materials were easily accessible, it offered flexibility for both the English teacher and the students. Thus, the result shows the massive difference between the frequency of the control group and the experimental group outcome. This study has brought a significant outcome through the technology-integrated classroom. The experimental group of students were able to give outstanding results as they had active student-centred, technology-integrated English classrooms. The limitations of this study are, that it did not include the disadvantages of technology in the classroom, only zoom video conferencing and podcasts are implemented in this study. Other online teaching platforms like Microsoft teams, google meet, WebEx, google classroom, etc. can be taken into consideration for the study. The scope for the further studies is zoom conferencing and podcast can be implemented for the secondary level learners to elevate their listening skill. Vodcasts (video podcasts) can be used to train LSRW skills.

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