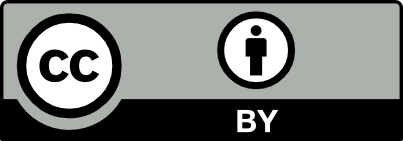
Paraphrase practice 1

Date: 2018-03-26

Information about the use of this material:



This work is licensed under a Creative Commons Attribution 4.0 International Licence.

You are free to share, copy and redistribute the material in any medium or format. You are free to adapt, remix, transform, and build upon the material for any purpose. You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Additional information about CC licensing: <https://creativecommons.org/licenses/by/4.0>

citation:

[author] Salim Razi

[title] Paraphrase practice 1

[date] 2018-03-26

[source] Salim Razi: Advanced Reading and Writing Skills in ELT. APA Style Handbook, Ankara 2011, 181-183.

[access date]

# Paraphrase practice 1

When you write an academic paper, you need to refer to other sources in order to persuade your readers. Blinding other sources into your study requires quoting, paraphrasing, and summarizing. The following paragraph is an excerpt from Alderson (2000) which you are expected to summarize. To do this, use quotations and paraphrases. When you finish reading the paragraph, you will see some useful steps which may help you do this exercise.

*An excerpt from Alderson, J. C. (2000). Assessing reading. Cambridge: Cambridge University Press, p. 109.*

A common argument in favour of the use of longer texts in, for example, testing for academic purposes, is that this practice reflects more closely the situation where students have to read and study long texts. Thus, even if research has yet to show that certain abilities can only be assessed using longer texts, the authenticity argument runs in favour of using longer texts, a practice followed by IELTS, for example, in contrast with that of TOEFL, where short passages are used. The reason the TOEFL programme gives for using a number of short passages is that it allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas. This points up the sort of compromise one is often presented with in testing, in this case between maximising authenticity by using the sort of long texts that students might have to read in their studies, on the one hand, and minimising content bias by using several shorter passages, on the other hand.

*Discriminate the main idea from supporting arguments.*

The main idea:

* A common argument in favour of the use of longer texts in, for example, testing for academic purposes is that this practice reflects more closely the situation where students have to read and study long texts.

Supporting arguments:

* Research shows that certain abilities can only be assessed using longer texts.
* The authenticity argument runs in favour of using longer texts.
* Use of longer texts in IELTS.
* Use of shorter texts in TOEFL.
* Reasons of using shorter texts in TOEFL.
* Maximising authenticity vs. minimising content.

*Consider the necessity of quoting directly.*

* It might be good idea to quote the following sentence directly from the original material. This will help you persuade your readers.
* “The reason the TOEFL programme gives for using a number of short passages is that it allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas.”

*Paraphrase the main idea(s) by restructuring and rewording it.*

Alderson (2000) discusses the use of long texts in academic tests.

*Summarize supporting arguments which seem important to you.*

* The authenticity argument suggests using longer texts since they give the opportunity of testing specific skills.
* Examples of this can be seen in IELTS.
* TOEFL uses shorter texts in order to cover a variety of topics from different fields.
* Although longer texts allow exaggerating authenticity, using shorter ones allocate diminishing content bias.

Please, do not forget to use linking devices in order to connect ideas in your summary.

*Suggested summary*

Alderson (2000) discusses the use of long texts in academic tests. In this respect, he maintains that the authenticity argument suggests using longer texts since they give the opportunity of testing specific skills. As indicated by Alderson, examples of this can be seen in IELTS. On the other hand, he maintains that TOEFL “allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas” (p. 109). In conclusion, although longer texts allow exaggerating authenticity, shorter ones allocate diminishing content bias.