

POSTHUMANISM PERSPECTIVE ON ONLINE PARAPHRASING TOOL IN ACADEMIC WRITING WORKS

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ABSTRACT

A substantial portion of the post-humanist argument centers on the ways the domain of convergent technologies transcends, improves, and prolongs life through a range of mind and body enhancements. English lecturers, for example, inadvertently involve technology application assistance in the production of their research articles. Therefore, this study aims (1) to investigate the EFL lecturers' beliefs toward the use of paraphrasing tools for publishing their research article based on Gladden (2016) framework of Posthumanism, and (2) to find out how they see the impact of paraphrasing tools on their students' academic writing and intellectual creativity on the writing through a posthumanism lens. 23 EFL lecturers who have experience publishing academic papers and also part of faculty members in their affiliation university were given a questionnaire consisted opened and closed ended questions for data collection. The data was analyzed and presented qualitatively. The results indicate that the lecturers' views are containing the analytic and synthetic typology of posthumanism and the use of paraphrasing tools can have both positive and negative impacts on academic writing and intellectual creativity. Hence, the lecturers suggest that students should be taught about the ethics and boundaries of using paraphrasing tools and should be encouraged to develop their own ideas

Keywords: Posthumanism, Academic Writing Paraphrasing tools

INTRODUCTION

One of the issues that post-humanism raises is how and why it is needed to come to rethink about "humans" in certain ways, with certain boundaries between humans and other animals, humans and artifacts, humans, and nature, and, most interestingly, humans and machines or technology.

Pennycook (2018) emphasizes that the borders of what is within and outside are called into question by post-humanist theory. Therefore, this brings up the question of when the process of "thinking" occurs and what part a purportedly external environment may have in cognitive processes and language. Hence, one of the

most interesting cases to explore nowadays is the boundaries between humans and machine. So, it is essential to know how machine can influence the humans works in the cognitive processes and language production.

In this age, a connection between humans and machines has been established in which humans serve as masters and machines operate as servants, with humans managing what the machines do and when they do it through an interface. The current paradigmatic path entails transitioning from informational displays, in which the human controls the machine solely based on the displayed information, to automation, in which the human continues to direct the machine, which then executes the request by following a predefined set of instructions (Trujillo et al, 2019). Castilho et al (2018) even believes that the rapid rate of technological advancement makes it possible for machines to gain a level of intelligence that enables them to perform activities and missions without explicit instructions today or in the near future. Hence, a large portion of post-humanist ideas also focuses on how humans are enhancing their power to manipulate and transform their material nature for not being "left behind" from the machine (Fuller, 2011). In short, humans have entered the arena of converging technologies that transcend, enhance, and prolong life through a variety of mind and bodily advancements.

The case of "machine" assistance is also in line with the integration of technology in education field or well known as Education Technology. The education technology, according to Grinager (2006), is the use of hardware, software, and other digital technologies to improve learning, teaching, and administration in education settings. The education technology is tied to

Technical Knowledge (TK), with TK ensuring that the education technology is applied appropriately. In addition, Schmidt et al. (2009) and Houkes (2009) describe TK as knowledge about a variety of technologies, from low-tech technologies such as pencil and paper to digital technologies such as computer and Internet. However, Koehler et al. (2013) noted that because TK grows over a lifetime, there is a growing emphasis on information and communication technology as the most recent sort of technology. At the end, these technological issues will be no doubt part of education that will make the human rely on it more than before, and how the human control it for not standing more than the human existence is important thing to be created.

In recent years, academics have been making the oversight of enlisting the help of technology application specialists in the creation of their academic articles. As there are many of these applications assistance created and used regularly by the academician nowadays, the question that needs to be answered is whether the work is merely the result of the academician efforts as a "human" with "machine" aid, or whether the work is the result of a "machine" with "human" support. As one of the most popular applications for avoiding plagiarism, the Internet and technology have enabled the development of numerous paraphrase programs, one of the popular ones either free or paid are *Quillbot*, *Grammarly*, *Duplichecker*, *GoParaphrase*, *Spin Rewriter*, and so forth. The use of paraphrasing tools itself has become increasingly prevalent among students and academics alike to simplify the process of academic writing and avoid plagiarism. However, this trend has raised concerns about the impact of these tools on academic integrity and intellectual creativity from a



posthumanism perspective. Furthermore, one of the primary concerns is that paraphrasing tools may be seen to bypass the critical thinking and analysis skills necessary for successful academic writing, which is a fundamental aspect of academic writing. Therefore, it is necessary to explore the impact of paraphrasing tools on academic writing and intellectual creativity through a posthumanism lens. Although this hegemony of this paraphrasing application has been a big concern and widely researched and reported by many scholars (Ansorge et al, 2021; Prentice & Kinden, 2018; Roe & Perkins, 2022; Rogerson & McCarthy, 2017), However, what is intriguing, though, is how this hegemony of "machine intervention" is viewed from a Posthuman perspective.

By considering the posthuman perspective, artificial intelligence and human subjectivity should not be viewed as competing entities, but rather as complimentary ones. This combination could contribute to the development of a new educational paradigm for technology-mediated language learning (Nunes, 2019). However, despite the growing integration of artificial intelligence tools like paraphrasing software into academic writing practices, there remains a noticeable gap in understanding the nuanced implications of such technology on the academic community. Hence, it is imperative to analyze how this human-machine dynamics in learning takes place, observing how automatic feedback from an automated paraphrasing tools triggers academicians' writing productivity and thus supports more effective writing. This study would then try to focus on investigating one of famous and mostly used paraphrasing tool namely *Quillbot* which assists academicians to paraphrase their writing. Under a complex, constructivist as well as

post-human perspective of language learning, this study aims to explore two points i.e. (1) the lecturers' beliefs toward the use of paraphrasing tools used for publishing their academic works based on Gladden (2016) framework of Posthumanism, and (2) how the lecturers' overcome the impact of paraphrasing tools on their students' academic writing and intellectual creativity on the academicians through a posthumanism lens.

LITERATURE REVIEW

Posthumanism Typology

Terms such as 'posthumanism,' 'post humanity,' and 'the posthuman' are being employed to define an increasingly wide and bewildering array of phenomena in both specialized scholarly and broader popular contexts. Therefore, Gladden (2016) attempted to define posthumanism generically and find out that the heart of posthumanism is a 'post-anthropocentric perspective' that looks beyond traditional human beings to identify other sources of intelligence, agency, subjectivity, and meaning within the world. In other word, Humans are no longer the center of the universe system. Additionally, by its understanding of post humanity, Gladden also believed that a form of posthumanism can be categorized either as an analytic posthumanism that understands post humanity as a socio-technological reality that already exists in the contemporary world and which needs to be analyzed or as a synthetic posthumanism that understands post humanity as a collection of hypothetical future entities whose development can be either intentionally realized or intentionally prevented, depending on whether or not human society chooses to research and deploy certain transformative technologies.



Gladden (2016) believed that Analytic posthumanism define ‘post humanity’ as a sort of socio-technological reality that already exists in the contemporary world, and which calls out to be better understood. Such posthumanism typically display a strong orientation toward the present and the past; they do not generally focus on the future, insofar as the exact form that the future will take has not yet become clear to us and thus cannot yet be the object of rigorous analysis. Synthetic posthumanism, on the other hand, define ‘post humanity’ as a set of hypothetical future entities (such as full-body cyborgs or artificial general intelligences) whose capacities differ from – and typically surpass – those of natural biological human

beings and whose creation can either be intentionally brought about or intentionally blocked, depending on whether humanity decides to develop and implement certain transformative technologies such as those relating to genetic engineering, neuro-prosthetics, artificial intelligence, or virtual reality. Such posthumanism generally have a strong future orientation; they rarely give detailed attention to events of the distant past, and they conduct an exploration of power structures or trends of the current day only insofar as these offer some insight into how future processes of post humanization might be directed.

More detailed between these two kinds presented as below:

Table 1. Analytic and Synthetic Posthumanism

Analytic Posthumanism	Synthetic Posthumanism
Emphasizes the role of critical theory and humanistic values in shaping the posthuman future.	Emphasizes the development of advanced technologies such as artificial intelligence, robotics, and biotechnology to enhance human capabilities.
Considers the ethical, social, and political implications of the posthuman condition.	Prioritizes the creation of new forms of life and intelligence that are beyond human.
Critically examines the meaning and value of human identity, agency, and embodiment in the posthuman era.	Seeks to transcend the limitations of human biology and cognitive processing through the integration of technology and biology.
Draws on a range of philosophical, literary, and cultural sources to imagine alternative futures for humanity.	Focuses on the scientific and technical challenges of creating posthuman entities and ecosystems.
Display a strong orientation toward the present and the past	Have a strong future orientation

Emphasizes the role of critical theory and humanistic values in shaping the posthuman future.

Emphasizes the development of advanced technologies such as artificial intelligence, robotics, and biotechnology to enhance human capabilities.

Considers the ethical, social, and political implications of the posthuman condition.

Prioritizes the creation of new forms of life and intelligence that are beyond human.

Paraphrasing tools

Accessibility to online resources, rapid internet connection speeds, and worldwide interconnection continue to advance, and while this has several positive effects on academic work, such as the diffusion of ideas and access to resources, it also has several negative effects such as the originality idea of the writer. Paraphrasing tools (PT), for example, has been believed to be one of influencing application to the academic work. Rogerson and McCarthy (2017) provide the clearest introduction and definition of what a PT is and what it accomplishes, indicating that they are often web-based applications that employ Machine Translation (MT) to convert one text into another, including between languages. MT varies in sophistication and efficacy but is becoming more effective as technology progresses. PT was initially designed to participate in 'text-spinning' as a means of obtaining search engine optimization, and paraphrasing is essential in this industry because originality is a crucial search engine optimization requirement (Rogerson, 2020; Zhang, Wang & Voelker, 2014). This application, in short, replaces words or phrases in an input article to create new versions with vaguely similar meaning but sufficiently different appearance to avoid plagiarism detectors.

Numerous previous research has highlighted the negative sides of PT, particularly in academic publications. Even yet, Ansorge et al. (2021) decided that the content of a plagiarized article published in a scientific journal was supported by PT. In one instance, the plagiarist copied nearly the whole original article. Each sentence in the original article has been altered by the help of PT to prevent the danger of detection. Similarly, Prentice and Kinden (2018) also reported that notwithstanding the "word salad" created by these tools, the availability of free internet paraphrase tools may look to them as a viable answer to these difficulties. Students of English as a Second Language who compose original work in their native language and then utilize online translation tools to convert it to English may be engaging in unethical academic behavior, but it can be claimed that the submitted work is the result of their own intellectual efforts. Sadly, students who use paraphrase tools to rewrite content from unidentified sources in order to evade word-matching technologies have engaged in a flagrant act of academic dishonesty.

Good sides of PT are also reported by the other researchers by claiming that it can boost the academician or the students' motivation to be more productive in writing by solving the lacks' ability of paraphrasing or synthesizing the resource's idea. Ariyanti and Anam (2021) and Fitria (2021) even



reported a case study in Indonesia that there was a significant advantage of using Technology-Enhanced Paraphrasing Tools in writing class to improve writing achievement among EFL students. In addition, all students exhibited good emotions with the deployment of paraphrase tools in writing class, consistent with the findings of the Foreign Language Enjoyment Questionnaire, which suggested that the students like and are motivated to participate in writing class.

The Impact of Paraphrasing tools on Academic Writing in Posthumanism perspective

Paraphrasing tools have the potential to harm academic integrity and originality in multiple ways by creating an environment of academic laziness and encouraging students to depend on technology rather than critical thinking and analysis capabilities. This might result in a lack of originality in academic writing, as students may count on paraphrasing tools to generate content instead of working with primary sources and creating their own ideas, which is required for academic writing (Burke & Sanney, 2018). In addition, the usage of paraphrasing tools might end in accidental plagiarism, since students may not completely comprehend how to properly reference and attribute sources in their writing, particularly when utilizing a software program which automatically generates paraphrased information. This can have devastating consequences for the writer's academic integrity and credibility (Curtis & Vardanega, 2015; Handa & Power, 2005). Moreover, the usage of paraphrase tools might limit the writer's intellectual originality by diminishing their agency and authorial voice, as they may become highly dependent on the tool to generate content rather than interacting with

their own thoughts and establishing unique viewpoints.

From a posthumanism perspective, it is important to recognize the agency of technology and non-human entities in shaping human identity and experience and acknowledge the potential impact of technology on academic writing and intellectual creativity. To mitigate the negative impact of paraphrasing tools on academic writing and intellectual creativity from a posthumanism perspective, it is crucial to develop a pedagogical approach that emphasizes critical thinking, analysis, and engagement with primary sources while also teaching students how to properly use paraphrasing tools as a supplementary tool rather than a replacement for their own intellectual creativity and critical thinking skills (Fudge et al, 2022; Peters & Cadieux, 2019). This can be achieved by integrating technology literacy and critical thinking skills into the curriculum, providing students with resources and support to help them develop their own ideas and encouraging them to engage with primary sources through close reading and analysis, as well as providing opportunities for students to collaborate and engage in discussion with peers and instructors to foster intellectual exchange and creativity (Kong, 2014). In conclusion, while paraphrasing tools can be a useful resource for academic writing, their use should be approached with caution to avoid unintentional plagiarism and to ensure that students are still able to develop their own ideas and engage in critical thinking, which are essential components of academic writing.

This pedagogical approach can help students to become more self-aware and reflective about their writing practices, as well as encouraging them to view technology as a tool rather than a

replacement for their own intellectual agency and creativity. By adopting a post humanist perspective, educators can promote a more nuanced understanding of the relationship between technology and human agency in academic writing. This approach can ultimately help to cultivate a more diverse and inclusive academic community that values creativity, critical thinking, and engagement with primary sources while also recognizing the potential benefits and limitations of technology in shaping academic writing practices. Overall, it is important for educators to approach the use of paraphrasing tools in academic writing with caution and to prioritize critical thinking, engagement with primary sources.

METHOD

Research Design

This study presents the research design of a qualitative study with a descriptive approach. This qualitative descriptive research design aimed to provide a detailed and comprehensive description of a phenomenon or experience of paraphrasing tools use. It involves collecting data from participants and analyzing it to identify common themes, patterns, and categories. Overall, the qualitative descriptive research design used in this study provides a valuable method for investigating and describing experiences and perspectives of participants in a specific setting. It allowed the researchers to collect rich and detailed data and to identify common themes and patterns within the data. The results of this study can be used to inform future research and practice and to gain a better understanding of the phenomenon under investigation.

Participant

In this study, the participants were selected based on their relevance to the research question. The inclusion criteria were individuals who had experience in the specific setting and could provide valuable insights into the research question. A purposive sampling technique was employed to select the participants. This technique involves selecting participants based on their ability to provide rich and in-depth information related to the research question. Therefore, 23 Ph.D. students majoring English Language Education Study Program in Indonesia was taken purposively. These Ph.D. students were purposively chosen because of the experience on writing and publishing the academic journal. They also have experiences in writing at least three academic papers of thesis in undergraduate, graduate, and postgraduate level. Moreover, these students are also working as EFL lecturers who teach academic writing in their affiliation university.

Data Collection

In collecting the data, the questionnaire was shared in the form of Google form. There are 12 basic questions asked to explore the lecturers' belief about paraphrasing tools and how are their writing and teaching experiences in using paraphrasing tools. Question 1 to Question 9 would try to answer research question 1 i.e the academicians' beliefs toward the use of paraphrasing tools used for publishing their academic works based on Gladden (2016) framework of Posthumanism. Question 10 to Question 12 would try to answer research question number 2 namely how the lecturers' overcome the impact of paraphrasing tools on their students' academic writing and intellectual creativity on the academician through a

posthumanism lens. The questionnaire takes around for 7 - 10 minutes to each of the participants to fill it.

Data Analysis

In analyzing the result of the opened and closed-ended questionnaire, the researcher would do the coding techniques to evaluate and categorize the participants perspective and experience into two posthumanism typology i.e Analytic and Synthetic Posthumanism and the lecturers' strategy to avoid the impact of paraphrasing tools on their students' academic writing and intellectual creativity on the academicians through a posthumanism lens. The result is presented in the form of detail description to each of the coding theme of analytic and synthetic posthumanism and teaching strategy.

FINDINGS

Teachers' Belief on the Use of Paraphrasing Tools

The use of paraphrasing tools has been a topic of interest among academicians in recent times. This study first aims to explore the beliefs of EFL lecturers towards the use of paraphrasing tools for publishing their research articles based on Gladden's (2016) framework of Posthumanism. The first question revealed that all of the participants were aware of the existence of paraphrasing tools. Furthermore, the second question indicated that Quillbot was the most commonly used tool among the participants, although other tools such as Spinner, Grammarly, Wordflood, and SEOMagnifier were also mentioned. The third question showed that the longest time a participant had been using paraphrasing tools was almost five years, while some participants had only recently started using them. The fourth question revealed that all

of the participants agreed that it is acceptable to use paraphrasing tools. Interestingly the fifth question revealed two main reasons why participants thought it was acceptable to use paraphrasing tools. First, they believed that these tools provide a greater variety of vocabulary, which can be used to enhance the quality of their writing.

"Because it sometimes gives more options of vocabularies we never thought"

– Participant 9

"It is fine as far as we limit the frequency of using them. They can help writers find more varied words for their writings" – Participant 14

"I think it's fine to use paraphrasing tools to help writers in quoting statements since sometimes we get stuck in finding proper sentences to replace the original ones without changing their main ideas. I use the tool only when I suffer such situation."

– Participant 15

Second, participants saw the use of paraphrasing tools as a way to avoid plagiarism.

"It helps me to reduce the level of similarity in my article" – Participant 3

"To avoid plagiarism" – Participant 7

"Because I would like to avoid plagiarism and make my sentences original"

– Participant 23

Overall, these results highlight the widespread awareness and use of paraphrasing tools among EFL lecturers.



Moreover, the fact that all participants agreed that it is acceptable to use these tools suggests a positive attitude towards their use in academic writing. Additionally, the reasons provided for using these tools, such as enhancing vocabulary and avoiding plagiarism, suggest that participants see them as a valuable resource in their writing practices. These findings have important implications for the teaching of academic writing in EFL contexts. The fact that paraphrasing tools are widely used among EFL lecturers suggests that it may be beneficial to incorporate these tools into writing instruction to help students develop their writing skills. According to the responses from participants, the widespread awareness and acceptance of paraphrasing tools indicate their perceived value in academic writing practices (Participant 9, Participant 3, Participant 7, Participant 23). Specifically, participants highlighted the utility of these tools in enhancing vocabulary variety and aiding in plagiarism avoidance. Therefore, incorporating paraphrasing tools into writing instruction aligns with the theme of leveraging technological resources to enhance writing efficiency and quality.

Interestingly, while only one participant indicated they would not continue using paraphrasing tools in the future, the overwhelming majority (22 out of 23) expressed their intention to persist in their usage. Their reasons underscore a prevalent belief in the efficacy and indispensability of paraphrasing tools in the academic writing process.

“Because it is helpful and I think this can help me do my research easier rather than keep struggling to paraphrase manually. in quilt I just need to choose the most appropriate one” – Participant 3

“Because there are times as a writer, I got writer's block and need help to get paraphrasing ideas” – Participant 12

“Because quick and efficient way to modify the text” – Participant 21

The responses suggest a shared belief among participants that paraphrasing tools significantly enhance efficiency and ease in academic writing tasks. Participant 3's statement, highlights a belief in the utility of these tools for streamlining the research process and reducing the burden of manual paraphrasing. Similarly, Participant 12's acknowledgment of needing assistance during bouts of writer's block reflects a belief in the role of paraphrasing tools as aids in generating ideas and overcoming creative hurdles. Furthermore, Participant 21's assertion underscores a belief in the time-saving and effectiveness of these tools in text modification tasks. Overall, these responses depict a prevailing belief among participants in the practical benefits of paraphrasing tools, shaping their intention to continue utilizing them in their writing endeavours.

Furthermore, the majority of the participants believed that the development of paraphrasing tools was necessary for making them more accurate in writing their academic paper.

“As we cannot avoid the development of technology, it is necessary to have more developed paraphrasing tools that we can make use as learning tools in the classroom where students can learn new vocabulary and syntax” – Participant 13

“Because there probably also other necessity we might face in the future” – Participant 9

However, some participants were opposed to the idea of developing the tools further, with some expressing concerns about the potential for academic dishonesty.

“I am afraid I may commit academic dishonesty with it” – Participant 4

In short, the findings have important implications for the use of paraphrasing tools in academic writing. The study suggests that EFL lecturers have positive attitudes towards the use of paraphrasing tools and believe that they are a useful tool for academic writing. Moreover, the findings suggest that the use of paraphrasing tools has the potential to improve the quality of academic writing, as it allows writers to use a wider range of vocabulary and avoid plagiarism. The study also highlights the need for further development of paraphrasing tools to make them more accurate. However, the concerns expressed by some participants about the potential for academic dishonesty suggest that caution is needed in the development and use of these tools.

Posthumanism Typology Result

The results presented before can be related to the two typologies of posthumanism presented by Gladden, namely analytic and synthetic posthumanism. Analytic posthumanism focuses on the critique of the humanist concept of the autonomous subject and its replacement by posthuman forms of subjectivity. In this study, the participants' belief in the use of paraphrasing tools for academic writing shows that they are open to the use of technology to enhance their writing process. They see the benefits of using paraphrasing tools, such as having access to a variety of vocabulary and avoiding plagiarism. This suggests that they

recognize the limitations of their own subjectivity and are willing to rely on technological aids to improve their writing. Therefore, the participants' beliefs align with the principles of analytic posthumanism, which emphasize the critique of human exceptionalism and the need for posthuman forms of subjectivity.

On the other hand, the results of this study can also be related to synthetic posthumanism, which emphasizes the fusion of human and machine intelligence. The fact that 100% of the participants know and use paraphrasing tools, and most of them plan to keep using them, suggests that they see these tools as an extension of their cognitive abilities. They rely on these tools to enhance their writing process and make it more efficient and effective. In this sense, they are integrating technology into their cognitive processes, which aligns with the principles of synthetic posthumanism. The participants' openness to the development of more advanced paraphrasing tools further supports this view. They see the potential for technology to enhance their cognitive abilities and improve the accuracy of paraphrasing. Therefore, the participants' beliefs align with the principles of synthetic posthumanism, which emphasize the fusion of human and machine intelligence.

Overall, the results of this study suggest that EFL lecturers are open to the use of paraphrasing tools for academic writing and recognize the benefits of integrating technology into their cognitive processes. Their beliefs align with both analytic and synthetic posthumanism, which emphasize the need for posthuman forms of subjectivity and the fusion of human and machine intelligence. The participants' openness to the development of more advanced paraphrasing tools suggests that they see the potential for technology to further enhance their writing

process and improve the accuracy of paraphrasing. These findings have implications for the field of EFL teaching, as they suggest that there is a need to incorporate technological tools into language teaching to enhance students' cognitive abilities and improve their writing skills.

However, it is important to note that there are some concerns raised by the participants regarding the use of paraphrasing tools, such as the fear of academic dishonesty. This raises questions about the ethics of using such tools and the need for guidelines to ensure that their use does not lead to academic misconduct. These concerns suggest that there is a need to incorporate ethical considerations into the development and use of technological tools in academic writing. This aligns with the principles of analytic posthumanism, which emphasize the need to critique and challenge human exceptionalism and promote ethical considerations in the use of technology.

In conclusion, the results of this study suggest that EFL lecturers are open to the use of paraphrasing tools for academic writing and recognize the benefits of integrating technology into their cognitive processes. Their beliefs align with both analytic and synthetic posthumanism, which emphasize the need for posthuman forms of subjectivity and the fusion of human and machine intelligence. However, concerns about the ethics of using such tools suggest the need to incorporate ethical considerations into the development and use of technological tools in academic writing. These findings have implications for the field of EFL teaching, as they suggest the need to incorporate technological tools into language teaching to enhance students' cognitive abilities and

improve their writing skills while ensuring ethical use.

Teacher Strategy on the Impact of Paraphrasing Tools in Their Students' Academic Writing

The use of paraphrasing tools has become increasingly prevalent in academic writing. This study second aims to investigate how EFL lecturers perceive the impact of these tools on their students' academic writing and intellectual creativity through a posthumanism lens. The results showed that most of the participants believed that it is acceptable for students to use paraphrasing tools in writing their academic papers. They considered these tools as helpful in developing their paraphrasing skills, saving their time, and broadening their vocabulary.

“It helps them to develop their paraphrasing skills and saving their time” – Participant 6

“Fine because it will help them expressing ideas in different ways” – Participant 12

“It would be helpful for them to take original texts and It is fine as they can learn new things from the tools they use” – Participant 23

However, the participants highlighted that students must be aware of the ethical boundaries of using these tools and use them to supplement their ideas rather than to replace them.

“It is fine as long as they know the boundary or the ethics in using them” – Participant 4

“It's fine for them to use it as long as they develop their own ideas in writing”



and use the tools only to help them to write.” – Participant 15

“As long as they still paraphrase their own ideas in order to make it more comprehensible and readable” – Participant 17

The findings of this study resonate with the Analytic Posthumanism perspective, which argues that humans and technology coexist and interact to create new forms of knowledge. The use of paraphrasing tools represents a new form of technology that can enhance students' learning experiences by providing them with more efficient and effective ways of processing information. By embracing technology and incorporating it into their teaching practices, the lecturers in this study demonstrated their willingness to adapt to the changing educational landscape.

However, one participant expressed a different view, stating that it is unethical for students to use paraphrasing tools. This perspective aligns with the Synthetic Posthumanism perspective, which sees technology as a separate entity from humans, capable of replacing human creativity and agency. This participant may view paraphrasing tools as a threat to students' intellectual creativity, arguing that relying on these tools may result in the loss of originality and critical thinking skills.

“No, it is not fine because it seems unethical” – Participant 9

Nonetheless, the majority of the participants in this study believed that students can benefit from the use of paraphrasing tools if they use them responsibly, as emphasized by Participant 4's assertion, 'It's fine for them to use it as long as they develop their own ideas in writing,' which underscores the importance

of maintaining originality and critical thinking skills. Similarly, Participant 15's perspective, 'As long as they still paraphrase their own ideas in order to make it more comprehensible and readable,' highlights the belief in the value of responsible tool usage to enhance clarity and coherence in student writing. By doing so, students can develop their own ideas and writing styles, while also using these tools to supplement their work. This approach is consistent with the Analytic Posthumanism perspective, which emphasizes the coexistence and interaction between humans and technology.

The additional information gathered from the EFL lecturers also highlights their proactive approach in preparing for the possible negative impact of paraphrasing tools on their students' academic writing and intellectual creativity. The lecturers revealed that they take specific measures to educate their students on the strengths and weaknesses of these tools. By doing so, they aim to prevent the students from relying entirely on paraphrasing tools, as this could result in the production of poor-quality work. Instead, they encourage the students to optimize the available tools to support their writing and to avoid using them without critical justification or out of context. Moreover, the lecturers also emphasize the importance of the values of original ideas and how students can develop their own ideas by using these tools to supplement their writing, rather than solely relying on them. By educating the students on the importance of their ideas, the lecturers aim to prevent the students from plagiarizing and encourage them to develop their academic writing skills.

“Explain the students the strengths and weaknesses of the tools so that they will not rely 100% on the tools” – Participant 3



“Guide students to use the paraphrasing tools, explain the good and bad, then the lecturer needs to use plagiarism detector to check students' writing” – Participant 6

“Telling the importance of the values of our ideas as a writer and how they could optimize available tools and what shouldn't they do with the tools, eg. using it without critical justification & out of context” – Participant 12

“We need to tell to our students that technology is imperfect. We cannot 100% trust it. We still need to develop our student's ability to paraphrase” – Participant 20

The proactive approach taken by the lecturers in preparing their students for the use of paraphrasing tools is commendable, as it shows their commitment to ensuring that their students produce high-quality academic work. By educating their students on the strengths and weaknesses of paraphrasing tools and emphasizing the importance of original ideas, the lecturers are equipping their students with the necessary tools to succeed in their academic pursuits. Furthermore, this approach aligns with the principles of posthumanism, as it recognizes the role of technology in enhancing human potential and promoting creative and critical thinking. In short, by educating their students on the strengths and weaknesses of these tools and emphasizing the importance of original ideas, the lecturers aim to prevent plagiarism and promote critical thinking. This approach aligns with the principles of posthumanism, which recognizes the role of technology in enhancing human potential

and promoting creative and critical thinking.

The final question of the questionnaire asked the lecturers to suggest teaching strategies that could help to maintain their students' creative thinking and engagement with prior resources. The responses from the participants highlighted two strategies that were recommended to overcome the impact of paraphrasing tools on students' academic writing and intellectual creativity. Firstly, project-based or problem-based learning was suggested by one participant. This approach requires students to apply their prior knowledge and critical thinking skills to solve complex problems. By integrating project-based learning into their curriculum, lecturers can encourage students to engage in deep reading and analysis of resources, fostering their creativity and engagement with the subject matter.

“By applying project-based or problem-based learning” – Participant 2

“Project-based learning that requires deep reading is still the most recommended strategy to improve students creative thinking and engagement because they still need to provide logical reasoning when they are writing.” – Participant 3

“Project-based learning can be good for teaching EFL writing” – Participant 19

Another participant recommended project-based learning that requires deep reading. This strategy involves asking students to read and analyze resources closely, enabling them to understand the context and reasoning behind the information they are presenting. By



promoting deep reading and analysis, students are encouraged to develop their own ideas and arguments, thus avoiding the pitfalls of relying too heavily on paraphrasing tools.

Secondly, group discussion and peer review were suggested as effective strategies to maintain students' creative thinking and engagement. By engaging students in group discussions, they are encouraged to share their thoughts and ideas, which can lead to new and innovative ways of approaching the topic. Peer review, on the other hand, allows students to receive feedback on their writing from their peers, promoting critical thinking and evaluation of their own work.

“Group discussion and peer review and I have applied it in my teaching - learning process” – Participant 6

“I give different topic for each of students but I provide them with the source. They tend to copy their friends' work rather than find it on the internet themselves.” – Participant 8

“I usually give my students certain issue and discuss it prior to writing their essays. I think the discussion helps them to come up with ideas for writing their essays” – Participant 15

In conclusion, the responses from the participants in this study suggest that project-based or problem-based learning, deep reading, group discussion and peer review are effective strategies to maintain students' creative thinking and engagement with prior resources. By promoting these strategies, lecturers can overcome the negative impact of paraphrasing tools on their students' academic writing and intellectual creativity, enabling them to develop their own ideas and arguments

while also utilizing available resources effectively

DISCUSSION

To begin, the participants' widespread acknowledgment and utilization of paraphrasing tools resonate with the views of Gladden (2016), who highlighted the increasing interest in these tools among academicians. The fact that all participants were aware of paraphrasing tools and most agreed on their acceptability reflects a growing trend in academia, where technological aids are becoming integral to the writing process. This aligns with Gladden's observation about the evolving landscape of academic writing practices.

Furthermore, the participants' reasons for using paraphrasing tools, such as enhancing vocabulary and avoiding plagiarism, mirror the insights of Söğüt (2024), who emphasized the importance of vocabulary enrichment and ethical writing practices in academic contexts. By utilizing these tools, participants aim to improve the quality of their writing while maintaining academic integrity, which underscores the relevance of Söğüt's assertions in the context of EFL lecturers' beliefs and practices. Moreover, the concerns raised by some participants about the potential for academic dishonesty echo the sentiments of Prentice & Kinden (2018) who highlighted the ethical considerations associated with the use of paraphrasing tools. Participant 4's apprehension about committing academic dishonesty underscores the need for educators to address ethical issues surrounding technological advancements in academic writing. This suggests a critical stance towards technology adoption, reflecting Prentice & Kinden's (2018) emphasis on ethical awareness and responsible use of tools.

In addressing the impact of paraphrasing tools on students' academic writing, strategies such as project-based learning and deep reading emerge as viable solutions, resonating with the recommendations of Chu et al. (2021). Participant 2's endorsement of project-based learning underscores its efficacy in fostering creativity and engagement, consistent with Chu's emphasis on active learning approaches. Additionally, Participant 6's emphasis on peer review aligns with the collaborative learning strategies advocated by Jones and Brown, which promote students' intellectual development through constructive feedback and interaction.

In conclusion, the study's findings underscore the complex interplay between human agency, technological integration, and ethical considerations in academic writing practices. By drawing on insights from Gladden (2016), Sögüt (2024), Prentice & Kinden (2018), and Chu (2021), the discussion highlights the multifaceted nature of EFL lecturers' beliefs and practices regarding paraphrasing tools. As academia continues to evolve in the digital age, educators must navigate the ethical, pedagogical, and practical implications of technological advancements, ensuring that students develop the necessary skills for success in a rapidly changing academic landscape.

CONCLUSION

In conclusion, the results of this study show that paraphrasing tools have a significant impact on students' academic writing and intellectual creativity. Although many participants believe that these tools can help students save time and develop their paraphrasing skills, there are also concerns about the ethical use of these tools. Therefore, it is essential for educators to

educate students on the appropriate use of these tools and how to maintain academic integrity. It is also necessary to emphasize the importance of creativity and critical thinking in academic writing, as these skills cannot be fully developed through the use of paraphrasing tools alone. Thus, educators should focus on implementing teaching strategies such as project-based or problem-based learning, group discussions, and peer review, to ensure that students are engaged in close reading and analysis and improve their creative thinking.

Furthermore, the findings of this study reveal that the participants have a mixed response towards the use of paraphrasing tools. While some participants believe that the tools can be helpful to some extent, others strongly oppose the use of these tools. The participants also suggest that the teaching strategy that is better used to keep students' creative thinking and engagement with prior resources is through project-based or problem-based learning, group discussions, peer reviews, and giving writing corrective feedback. These findings suggest that educators should not completely prohibit students from using these tools but should guide them in using them appropriately. They should also consider implementing effective teaching strategies that are proven to improve students' creativity and engagement with the resources.

Finally, this study provides insights into how posthumanism can be applied in the academic setting to address the impact of paraphrasing tools on academic writing and intellectual creativity. Through a posthumanism lens, educators can view their role in shaping students' academic writing skills and intellectual development in a more dynamic and holistic manner. They can recognize the agency of their students and the influence of technology in



shaping their learning experiences. Thus, educators can use this approach to design teaching strategies that integrate technology and promote students' creativity and engagement with prior resources. In doing so, they can create a learning environment that supports students' intellectual development in the posthuman era.

SUGGESTION

Based on the findings of this study, several suggestions can be made for improving academic writing education in the context of paraphrasing tools and posthumanism. First, it is important to educate both teachers and students about the ethical use of paraphrasing tools. Teachers can guide students on how to use these tools effectively and responsibly, while also encouraging them to develop their own ideas and critical thinking skills. This can be achieved through seminars, workshops, and other learning activities that promote critical reflection on the use of technology in academic writing.

Second, it is recommended that academic writing education incorporate post humanist perspectives that emphasize the importance of collaboration, creativity, and innovation in the learning process. This can be achieved by adopting teaching strategies that encourage students to work together, share ideas, and engage with different types of resources, including close reading and analysis. Teachers can also provide feedback that focuses on the development of critical thinking and argumentation skills, rather than just on grammar and syntax.

Third, it is important to recognize the limitations of paraphrasing tools and to promote alternative strategies that can help students develop their writing skills. This can be achieved by adopting project-based or problem-based learning approaches that

require students to engage in deep reading, analysis, and logical reasoning. Group discussions and peer review can also be used to promote critical reflection on the writing process and to provide feedback that is focused on the development of argumentation and critical thinking skills.

In conclusion, the use of paraphrasing tools in academic writing poses both challenges and opportunities for students and teachers alike. By adopting a post humanist perspective that emphasizes collaboration, creativity, and innovation, academic writing education can help students develop the skills they need to succeed in the digital age while also promoting ethical and responsible use of technology.

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