

MASTERING PARAPHRASING IN EAP: A SURVEY OF STUDENTS' APPROACHES

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The ability to appropriately use information from other sources in academic writing is integral to the acquisition of English for Academic Purposes (EAP). For students, many of whom enter institutions of higher education without prior knowledge of summary writing and paraphrasing, learning how to transfer source text material to writing is a means of enhancing their reading and writing skills as well as a way to avoid committing cases of plagiarism. Everyday practice has proved that, although students seem to find acquiring particular paraphrasing strategies easy, implementing these strategies in practice when working with specific source texts is one of the most challenging tasks for most of them. This paper, thus, focuses on paraphrasing from a learner's perspective and discusses a survey carried out by IFL lecturers at VMU in spring 2015. It comprises a questionnaire and a written test, both compiled with the aim to examine EAP students' attitudes to the purposes and functions of paraphrasing in academic writing, their awareness of particular paraphrasing strategies, and the relationship between the above-mentioned and successful paraphrasing. Having systematized the survey results, the authoresses of the paper draw certain conclusions and provide recommendations for the purposefulness of enhancing EAP students' awareness of plagiarism and paraphrasing skills in academic writing. **KEY WORDS:** EAP, academic writing, paraphrasing, source text material, plagiarism.