

NAM CAN THO UNIVERSITY
FACULTY OF FOREIGN LANGUAGES



TRAN TUAN ANH

**THE PERCEPTIONS OF ENGLISH MAJOR
STUDENTS AT NAM CAN THO UNIVERSITY
TOWARDS USING PARAPHRASING IN
LEARNING WRITING SKILLS**

BACHELOR'S THESIS

Program: English Studies

Code: 7220201

Can Tho, 2025

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SUPERVISOR
PHAM DINH QUOC

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DECLARATION

This thesis, entitled “*The Perceptions of English Major Students at Nam Can Tho University towards Using Paraphrasing in Learning Writing Skills*” is an individual work of mine, Tran Tuan Anh. I assert that it has not been presented or submitted for any other academic degree or professional certification.

The project was implemented under the instruction of M.A. Pham Dinh Quoc, lecturer at Nam Can Tho University. I am grateful for his earnest assistance and counsel during the study procedure.

Can Tho, May 2025

TRAN TUAN ANH

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I would like to extend my heartfelt appreciation to everyone who has provided assistance and guidance throughout my journey in conducting this research designated “*The Perceptions of English Major Students at Nam Can Tho University towards Using Paraphrasing in Learning Writing Skills*”.

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Ultimately, I would like to convey my deepest appreciation to my family and friends for their continuous encouragement during this challenging endeavor. Their patience, assistance, and unwavering faith in me have been a constant source of inspiration, empowering me to overcome obstacles. This thesis would not have come to fruition without their endless affection and steadfast encouragement.

TRAN TUAN ANH

TÓM LƯỢC

Văn viết học thuật đòi hỏi sự kết hợp của các kỹ thuật khác nhau, bao gồm cả việc diễn đạt lại, vốn đề cập đến khả năng diễn giải ý tưởng theo phong cách cá nhân, đồng thời đảm bảo sự bảo toàn ý nghĩa vốn có của văn bản gốc. Luận văn này được viết nhằm mục đích tìm hiểu nhận thức của sinh viên chuyên ngành Ngôn Ngữ Anh tại Trường Đại học Nam Cần Thơ về việc sử dụng kỹ năng diễn đạt lại trong quá trình tiếp thu các kỹ năng viết tiếng Anh. Nghiên cứu này áp dụng phương pháp nghiên cứu hỗn hợp cụ thể là thiết kế giải thích tuần tự, thông qua việc kết hợp dữ liệu định lượng thu thập được từ hai trăm sinh viên thông qua bảng hỏi cùng với dữ liệu định tính thu được từ tám sinh viên thông qua phỏng vấn với mục đích nắm được sự hiểu biết toàn diện về nhận thức của sinh viên. Những phát hiện được rút ra từ nghiên cứu này đã bật mí những quan điểm sâu sắc khác nhau của sinh viên về tầm quan trọng, lợi ích, các kỹ thuật và những thách thức liên đới với việc diễn đạt lại. Mặc dù số lượng người tham gia còn khá khiêm tốn, cùng với những thiếu sót trong việc tiếp cận những cá nhân sở hữu trình độ ngôn ngữ cụ thể, nhưng nghiên cứu này đã đóng góp những gợi ý mang tính chất chiến thuật cho sự phát triển kỹ năng viết, đặc biệt là sự linh hoạt ngôn ngữ toàn diện thông qua các chiến lược diễn đạt lại.

Từ khoá: Nhận thức, Kỹ năng viết, Diễn đạt lại.

ABSTRACT

Academic writing necessitates a combination of various tactics, including paraphrasing, which refers to the ability to express ideas in one's own style, while guaranteeing the preservation of the intended meaning of the original text. This thesis investigates the perceptions of English major students at Nam Can Tho University regarding the use of paraphrasing in English writing skills acquisition. This study employed a mixed-method approach, particularly an explanatory sequential design incorporating quantitative data of two hundred students gathered from a questionnaire plus qualitative data of eight students derived from interviews in order to gain exhaustive comprehension concerning the perceptions of students. The findings drawn from this research revealed a wide insightful range of students' perspectives in terms of the importance, benefits, techniques, and challenges associated with paraphrasing. Despite its modest number of participants, along with deficiencies in accessing individuals possessing specific language proficiencies, this academic work contributes tactical suggestions for writing development, particularly overall language acquisition through paraphrasing strategies.

Key words: Perception, Writing skills, Paraphrasing.

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