

FROM MECHANICAL TO INTERPRETATIVE PARAPHRASING

To go from mechanical paraphrasing to interpretative paraphrasing, apply the following strategy:



Interpretative paraphrasing strategy:

1. Read the text from the source attentively.
2. Identify 3 or 4 key words
3. Cover the original text.
4. Use your own words to explain the original text in a clear and simple way.

Instructions: Read the source, the student's paraphrasing, and the feedback. Then decide if it's mechanical or interpretative paraphrasing.

1. Teaching as continuous professional learning

Source idea — Day (1999):

Teachers need opportunities for continuing professional learning throughout their careers.

Student's paraphrase:

Initial teacher education cannot prepare teachers for every challenge they will encounter; professional growth therefore needs to continue as their experiences and teaching contexts evolve (Day, 1999).

Feedback: You reconstructed the idea of lifelong professional development and make it the underlying rationale explicit.

A. Mechanical

B. Interpretative

2. Social-emotional development and culture of peace — SEP

Source idea — SEP (2022):

Teachers strengthen their own social and emotional development and promote a culture of peace for children through constructive dialogue and consensus building.

Student's paraphrase:

Teachers' responsibility for creating peaceful classroom environments begins partly with their own social-emotional development, since constructive communication and shared solutions can support positive coexistence among children (SEP, 2022).

Feedback: You do not reproduce the original sequence or simply replace words. Instead, the ideas of social-emotional development, dialogue, consensus, and peaceful coexistence are reconstructed to explain their relationship in teaching practice.

A. Mechanical

B. Interpretative

3. Sustainability

Source idea — Sterling (2001):

Progress toward a more sustainable future depends substantially on learning, yet sustainability requires changes in educational thinking and practice.

Student's paraphrase:

Sterling (2001) argues that progress toward a more sustainable future depends greatly on learning and requires changes in educational thought and practice.

Feedback: The paraphrase remains closely dependent on the vocabulary, organization, and syntax of the source.

A. Mechanical

B. Interpretative

4. Education, human rights, peace, and the environment

Source idea — United Nations (1989):

Education should foster respect for human rights, cultural identity and differences, peaceful coexistence, and the natural environment.

Student's paraphrase:

From a children's-rights perspective, education extends beyond academic achievement: it should also prepare children to respect others, live peacefully in diverse communities, value cultural identities, and act responsibly toward the environment (United Nations).

Feedback: The writer synthesizes several educational purposes into a new conceptual structure while preserving the central meaning of the source.

← **A. Mechanical** →

← **B. Interpretative** →

5. Education, human rights, peace, and the environment

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Education should foster respect for human rights, cultural identity and differences, peaceful coexistence, and the natural environment.

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From a children's-rights perspective, education extends beyond academic achievement: it should also prepare children to respect others, live peacefully in diverse communities, value cultural identities, and act responsibly toward the environment (United Nations, 1989).

Feedback: The writer synthesizes several educational purposes into a new conceptual structure while preserving the central meaning of the source.

← **A. Mechanical** →

← **B. Interpretative** →