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Investigating the Impact of Plagiarism on EFL Learners Academic Writing

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Declaration

I, Brarka Sara, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Dedication

*IN THE NAME OF ALLAH, MOST MERCIFUL, MOST
COMPASSIONATE*

Every challenging work needs self-efforts as well as guidance of elders
especially those who were very close to our heart.

I have the honor to dedicate this work to my beloved mother *WAHIBA MIADI*,
and my dear father *HOUCIN*, who have raised me with all love, confidence, and
support to be the person I am today.

THANK YOU FOR YOUR UNCONDITIONAL SUPPORT AND LOVE.

Thanks are given also to my adorable brothers *HOUSSAM EDDINE, AHMEDRA
DOUAN*, and my beloved sister *SOUNDOUS*.

To all my uncles and my beloved aunts *FATMA* and *FATIMA*

To all my friends especially my close friends with whom I shared my best moments during my
studies.

Finally, I dedicate this work to everyone whom I consider as family.

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Abstract

The mastery of a particular language requires competency of all its aspects. Writing is the fourth language skill learners may acquire in addition to listening, speaking, and reading when learning a new language. The vast majority of English as foreign language learners (EFL) encounter difficulties in writing academically that lead them to academic dishonesty in form of plagiarism. Therefore, different literatures and several studies discussed the issue of plagiarism on academic writing. Accordingly, this study aims to investigate the impact of plagiarism on academic writing. Moreover, it highlights its main causes, effects, and penalties. Furthermore, it seeks to suggest strategies and techniques to avoid plagiarism in academic writing. This study based on a main hypothesis that plagiarism has an impact on EFL learners' academic writing efficiency. The application aimed to investigate the writing performance efficiency of the sample of first (1st) year Master students. Methodologically, a qualitative approach was adopted in this research. In relevance to this approach, two data gathering tools were used in order to explore both learners' and teachers' opinions towards academic writing and applying different strategies to avoid plagiarism in academic writing. These tools were students' questionnaire and teachers' interview. After the analysis and interpretation of the collected data, the findings show 1st year Master students' academic writing competency. Also, the findings confirmed the application of plagiarism in 1st year Master students' academic writings. Moreover, the findings provided some evidence that support our hypothesis; the impact of plagiarism in EFL learners' academic writing. Finally, this study recommended some suggestions for the teachers and the learners to help them to avoid this academic misbehavior in academic writing.

Key words: Academic writing, Plagiarism, EFL learners, 1st year Master

List of abbreviations

APA: American Psychological Association

EFL: English as Foreign Language

L2: Second Language

LMD: License-Master-Doctorate

MLA: Modern Language Association

Q: Question

RQ: Research Question

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General Introduction

Introduction

The English language is the official language of many countries and spoken by millions of people across the world that are a combination of native and non-native speakers. In addition, it is one of the most learned languages in all over the world. It is a universal language that facilitates communication across the globe, and it is widely used in different domains such as technology, politics, economics and scientific research.

Since the English language is a language of communication, the learners have to learn all the skills of it to be good communicators. Even though second language learners find that the writing skill is the most complex and difficult skill because of several factors like the influence of the mother tongue on the target language, but they need it for them to accomplish their educational requirements. Therefore, they need to work hard as well as they need to practice a lot.

The writing skill includes a number of writing styles; each style has its purpose, but learners have to focus more on academic writing especially in schools, universities, or other academic institutions. Not like the other styles of writing, academic writing is formal, clear, with an objective tone and direct purpose. Second language learners usually find some difficulties and obstacles while writing academically. The common obstacle which is the main key between writing and academic dishonesty is plagiarism. Due to the widely spread all over the world of this academic pandemic, different strategies and techniques were developed to reduce plagiarism. This study focuses mainly on presenting the importance of academic writing and its basics. Besides, it discusses the issue of plagiarism and suggests strategies and techniques to avoid this misbehavior when writing.

1. Statement of the Problem

Students in this level '1st year level' are required to write different forms of assignments such as essays, articles, and research papers. Since these assignments are academic writings, students must follow certain rules and conventions. Academic writing is a complex and hard skill that needs not only student's intention to fulfill all the stages to produce a good piece of writing, but also to be aware of all its gaps such as plagiarism.

The main problem teachers may observe in EFL learners' writings is that learners' writing performance is unsatisfactory, and that is usually related to lack of vocabulary and grammar, or to poor writing techniques. Also, they notice the most common trouble that may encounter students during writing that is plagiarism. We believe that this misbehavior is due to several reasons. This letter includes examples, such as: fear of failing, the desire of getting good marks, easy access to cooked solutions in the internet, or maybe the tolerance of some teachers with cheaters.

Nowadays and due to the well spread of plagiarism in academic writing, a number of strategies are suggested to stop this issue. Accordingly, the present study tries to provide strategies to avoid plagiarism in EFL learners' academic writing.

2. Significance of the Study

This study is significant as it tries to show what academic writing is, the difference between academic writing and other types of writings, and how it is important for EFL learners. In addition, this work defines plagiarism, and figures out its causes, forms, and consequences on academic writing and on the learner himself. Furthermore, this study presents the importance

of avoiding plagiarism and it highlights the most effective strategies to avoid plagiarism in EFL learners' academic writing.

3. Aims of the Study

The general aim of this study is to contribute in the development of academic writing competency of EFL learners through avoiding plagiarism.

More specifically, this study aims at:

- Shedding light on the importance of academic writing.
- Presenting plagiarism as an unethical act.
- Identifying the causes of plagiarism in academic writing.
- Exploring the effect of plagiarism in EFL learners' academic writing.
- Suggesting strategies and techniques to avoid plagiarism in academic writing.

4. Research Questions

Standing on what has been stated on the problematic; the following research questions will be verified throughout this study:

RQ1: What is the difference between academic writing and general writing?

RQ2: What are the main causes and effects of plagiarism in EFL learners' academic writing?

RQ3: To what extent can plagiarism affect EFL students' academic writing?

RQ4: How can learners avoid plagiarism in their writings?

5. Research Hypothesis

According to the previous questions, this study is based on a main hypothesis that plagiarism has impact on EFL learners' academic writing efficiency.

6. Limitation of the Study

It was not an easy task to get data easily from all the learners because of the pandemic of Coronavirus (Covid-19). We could not gather data through distributing the questionnaire, so we made an online questionnaire and shared it through a Facebook group. Similarly and for the same reasons, teachers' interview was done online.

7. Research Methodology

In order to satisfy the aims of this study and to confirm the hypothesis; a qualitative approach will be used. This approach helps to dive deeper in the problem, and conduct reasons of plagiarism in EFL learner's academic writing.

7.1. Population

As it has been already mentioned, the aim of this study is to investigate the impact of plagiarism on EFL learners' academic writing. In order to satisfy the aims of this study, confirm the hypothesis, and obtain information from the subjects (teachers/students), the qualitative approach appears that it is the most fitting in this study to dive deeper in the problem and examine the reasons and the effects of plagiarism on EFL learners' academic writing.

7.2. Sample of the study

To conduct this study, we decided to choose 1st year Master students of English at Mohamed Kheider University as a target sample to focus on in this study. From the total population of students, 20 students have been employed as our sample. In addition, we cannot exclude the teachers from the sample since they are an essential part in our research due to their vital role and responsibility to develop learners' academic writing performance.

Therefore, a number of five (05) teachers from the English Language Division were chosen to give their opinions on the present subject.

7.3. Data gathering tools

Two data gathering tools were used to collect data about the actual study. A questionnaire has been submitted to the sample of the study (1st year Master students) to collect their reasons, attitudes, and opinions about the topic. Moreover, an interview has been conducted with academic writing teachers about students' writing performances and their difficulties, as well as plagiarism, its causes, consequences, and some solutions to avoid it in academic writing.

8. Dissertation Structure

This paper composed of two main parts. The theoretical part which is divided into two chapters, and the practical part which includes one chapter. Chapter one provides an in-depth explanation of the dependent variable which is academic writing, its definition, types, the writing process, EFL Learners difficulties, and the writing approaches. On the other hand, chapter two gives the definition of plagiarism, its causes, forms, penalties, and strategies to avoid it when writing academically. Furthermore, the practical part, which is the third chapter (filed work) shows the two data gathering tools, which are used (interview and questionnaire), the population, the results, the analysis, and the interpretation of both students' questionnaire and teachers' interview.

CHAPTER ONE:
ACADEMIC WRITING

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Introduction

Writing is the fourth language skill we may acquire in learning a language. The final product, the context, and the audience are the basic conditions of the correct writing process. Writing in second language is not an easy task for the learner because of several factors such as culture's differences, or even the influence of the mother tongue on the target language. Like any other skill, writing effectively needs more effort and practice in developing ideas and transcribing them into ideas in the paper. Not like any other type of writing, academic writing is clear precise, and concise with a direct purpose that enables the reader to understand. As a result, different approaches have been developed to help EFL Learners to write appropriately without neglecting any of the basic conditions of the correct writing. Product approach, process approach, genre approach, and process genre approach are the famous approaches that are frequently adopted by the teachers to teach writing.

1.1. Definition of Writing

A huge number of scholars define writing from their own perspective. They may differ in the way they express their points of view, but they share the same overall meaning. Bensaid and Moumen (2019, p .11) defines writing as “A system that represents the language in the form of visible signs and symbols that facilitate human interaction.” In the same way, Daniels and Bright (1996) define writing as “A system of permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer.”(as cited in Bensaid and Moumen,2019, p .11). Furthermore, Crystal (2006, P. 257) states that “Writing is a way of communicating which is based on a system of visual

marks made on some kind of surface. It is one kind of graphic expression.” Lado (1971) also represents writing as “A graphic representation of a language and information through the written medium by the use of conventional graphemes.” (as cited in Ahmed,2019, P.120). Also, Widdowson (2001, P.62) says, “Writing is the use of visual medium to manifest the graph logical and grammatical system of the language.”

Olshtain (1991) believes that writing is “A communicative activity needs to be encouraged and nurtured during the language learners’ course of study.” (as cited in Rao, 2019). In addition, Richards and Schmidt (as cited in Rao, 2019) refers to writing as “A result of complex combination of planning, drafting, reviewing and revising”. As writing is a social act that is based on interactions with people, Kress (1989) declares that “Learning how to write is not based on developing the mechanical ‘orthographic’ skills only, but also it needs having a cognitive and social relation.” (as cited in Bensaid and Moumen,2019, P.11). It is noticeable that all definitions agree that the act of writing is a representation of person’s thoughts, ideas, and emotions through graphic representations in a particular context in which people interact.

1.2. Academic Writing

Academic writing is any writing done to satisfy a requirement of a school or university. Hasa (2019) states that “Academic writing is a formal and rather impersonal mode of writing that is intended for a scholarly audience.” Also, (Valdes, 2019, n.d.) affirms that “Academic writing is any formal written work produced in an academic setting.” Similarly, Hogue (2008, p .2) sees that academic writing is

The kind of writing you will do in this class is called academic writing because it is the kind of writing you do in college classes. Every kind of writing has a particular purpose and a particular audience. The purpose of academic writing is to explain

something or to give information about something. Its audience is your teacher and your classmates.

Therefore, academic writing is the type of writing that takes place in academic institutions with specific purpose and audience.

Oshima and Hogue (2007, p .3) points that “Academic writing is the type of writing used in high school and college class, it is unlike creative writing which is the kind of writing you do when you write stories, nor like personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family.” Moreover, Fitzmaurice and O’Farrell, (n.d.) believe that “It takes many forms; it may be an essay, a report, a review or a reflective article.” In the same context, Whitaker (2009, p .2) points that

Academic writing is, essentially, the writing you have to do for your university courses. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles.

Academic writing may take many forms. It can be an essay, research paper, term paper...etc, but they share all the same goal and principals.

In addition, Karboua (n.d) states that academic writing is “structured research written by scholars for other scholars.” Karboua (n.d) adds, “academic writing addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic.” In short, academic writing is a formal style of writing that provides information about a particular topic. Figure 1.1 provides the main features that allow students to produce a formal and professional assignment.

Feature	What you need to do
1. Use formal vocabulary	Use formal language rather than every day common language. Start by checking the Academic Word List . This is a list of the most frequently used words in academic writing.
2. Use formal verbs	Use formal verbs and avoid two-word verbs. For example, use 'establish' instead of 'set up', and 'decrease' instead of 'go down'.
3. Use full verbs	Use the full form of verbs and avoid using contractions. For example, use 'can not' instead of 'can't', and 'will not' instead of 'won't'.
4. Use formal grammar structures	Use formal structures/more complicated sentences such as clauses and noun phrases not just short simple sentences. For example: "It is important to consider all shareholders in this matter, they have the final vote." and "The internationalisation of the economy has created growth opportunities."
5. Use statements	Make very clear and definite statements. Avoid using rhetorical questions because they make the writing seem weak.
6. Use impersonal language	Use language such as 'there is' or 'it is likely that' rather than 'I think' or 'I feel'.
7. Be precise	Provide concise, clear, and accurate statements, avoid vague or ambiguous statements. Use data wherever possible. For example, use "The Coalition was formed in 1923, some 24 years ago, and have a conservative ideology" rather than "The Coalition has been destroying the country for about a century"
8. Use references and evidence	Support your statements with evidence, and ensure you reference these clearly. Check the Library referencing guide here: https://libguides.jcu.edu.au/referencing
9. Use hedging statements	Use hedging statements or tentative language such as 'may', 'its possible that', 'appears to' to qualify statements. This avoids absolute statements, which may be in error: "It is possible that the Liberal government is responsible for increased habitat destruction and environmental degradation".
10. Use transition words	Use transition words at the start of some sentences to connect ideas together in an explicit and logical way. 'In addition', 'In contrast', 'For this reason'. Do not use 'but', 'and', 'so' at the start of a sentence.

Figure 1.1: Academic Writing Features (as cited in The Learning Center)

As it is shown in figure 1.1, formal vocabulary, formal verbs, full verbs, formal grammar structures, statements, impersonal language, preciseness, reference and evidence, hedging statements, and transition words are the main features of academic writing that should be respected by learners when write academically. Also, Figures 1.2 and 1.3 provide a list of recommendations that must be followed while writing.

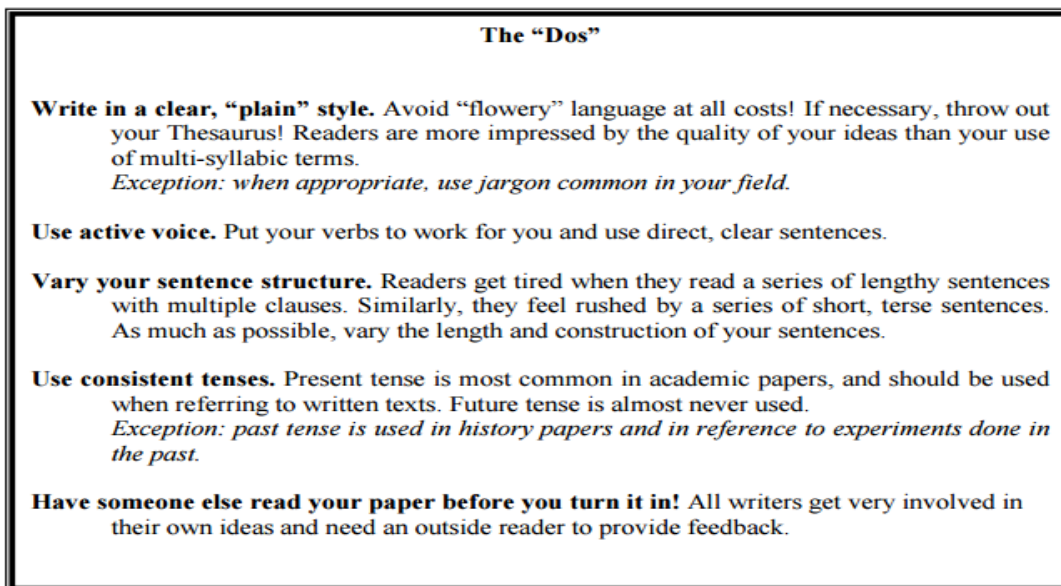


Figure1.2: The Does List 5 (University Learning Center, n.d.)

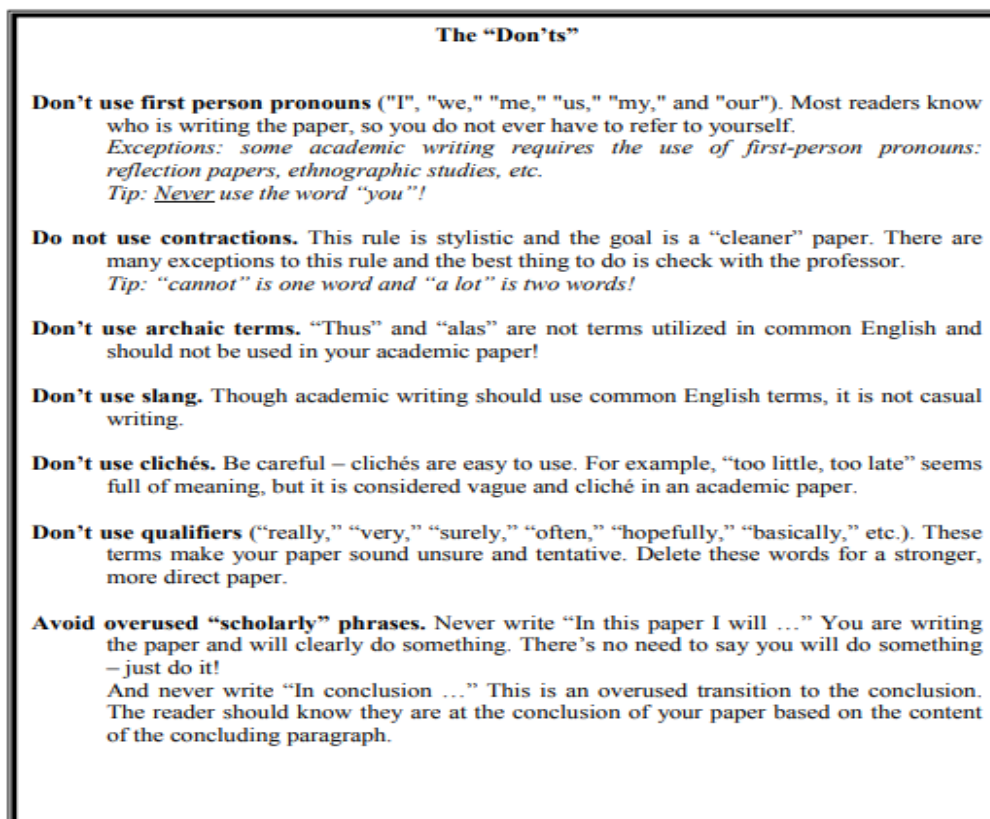


Figure1.3: The Does not List (University Learning Center, n.d.)

Figure 1.2 shows a list of recommendations that must be followed while writing academically. In contradiction, figure 1.3 provides a list of forbidden acts that must be avoided while writing an academic assignment.

Based on the previous definitions of different scholars and the figures above, academic writing is a type of writing that is restricted by several rules and it is used in schools or universities during the learning process. It can be in a form of textbooks, dissertations, or journal articles.

1.3 Academic Writing Vs General Writing

There is a huge difference between academic and general writing. “Non-academic writing” the students must be aware of. Hasa (2019) states that “Academic writing is a formal and impersonal style of writing that is delivered for a scholarly or academic audience whereas non-academic writing is an informal and may be subjective style of writing that aims the mass public.” She adds also “The main purpose of academic writing is to inform the readers, with facts and solid evidence. However, the purpose of general writing is to inform, entertain, or persuade the audience.” On one hand, academic writing is guided by several rules and intended to academic audience. It is used to represent scholars and researcher’s opinions, or factual evidence in a form of articles, dissertations or even essays. On the other hand, non-academic writing is not intended for academic readers. It is often personal, subjective, and emotional.

Hasa (2019) also highlights the main difference between academic and non-academic writing and says “Academic writing contains citations and references while nonacademic writing does not usually contain citations and references.” In academic writing, citing and acknowledging the source is a must, but in nonacademic writing the author is not obliged to cite because it is a

kind of free style. Figure 1 shows a clear idea about the difference between academic writing and general writing.

**ACADEMIC WRITING
VERSUS
GENERAL WRITING**

Academic Writing is used in research projects, conference papers, essays, abstracts, reports, etc.	General Writing is used in letters, emails, newspaper articles, diary and journal entries, etc.
Uses formal, objective, concise language	Uses informal, semi-formal language
Does not use slang	Can use slang
Does not use contractions	Can use contractions
Always uses referencing and citations	Does not usually use referencing and citations

Pediaa.com

Figure1.4: The Difference between Academic Writing and General Writing (as cited in Hasa, 2016)

The figure 1.4 provides a concise and precise comparison between academic and general writing in terms of purpose, language, and citations. Also, Bowker (2007, p .2) shows the difference between academic writing and other writing contexts. Figure 1.5 and 1.6 state the characteristics of academic writing and general writing.

- In these kinds of interpersonal settings (or intrapersonal in the case of a diary record), the aim may be to communicate the events that have happened in your life to someone close to you, or to yourself.
- Opportunities abound for personal reflection.
- It is expected that in writing about these life events, you will include your personal judgements and evaluations, which may be measured by your feelings and thoughts.
- The personal stories you write in a diary or email to friends can be written down at the moment they enter your mind.
- There is no need to follow a structure, as prose on the page or the computer screen appears through freely associated ideas.

Figure1.5: General Writing Characteristics (Bowker, 2007.p .2)

1. These rules and practices may be organised around a formal order or structure in which to present ideas, in addition to ensuring that ideas are supported by author citations in the literature.
2. Further, academic writing adheres to traditional conventions of punctuation, grammar, and spelling.
3. Finally, in contrast to many other personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events.

Figure1.6: Academic Writing Characteristics (Bowker, 2007.p .3)

Figure 1.5 reports the characteristics of general writing, while figure 1.6 mentions the characteristics of academic writing.

To conclude, academic writing is distinguished principally from other types of writing by the form, the audience, and the objectives.

1.4. Types of Academic Writing

There are four main types of academic writing researchers in the domain of writing agree on. According to an article entitled “Types of Academic Writing” in University of Sydney website (2020), descriptive, analytical, persuasive and critical are the major types of academic writing. Each type of writing has specific language, features and purposes.

1.4.1. Descriptive

In academic writing the simplest type of writing is the descriptive. Its main purpose is to describe an object, event, phenomenon, or a place. In addition, provide facts or information such as result of an experiment. (“Types of academic writing,” 2019).

1.4.2. Analytical

This type of academic writing considered as the complex one. It focused on organizing and analyzing the information. Several methods you need to apply in your analytical writing such as analyzing, examining, comparing /contrasting, and relating. (“Types of academic writing,” 2019)

1.4.3. Persuasive

Persuasive writing shares all the features with analytical writing but with an additional feature which is providing your point of view in your writing. It is founded to convince your readers that your point of view in a certain subject is the right one. The point of view in academia could be a recommendation, an evaluation of others works, or a number arguments. (“Types of academic writing,” 2019)

1.4.4. Critical

Critical writing is quiet close to persuasive writing but with small difference which is providing others point of view not only yours. It is common for research, postgraduate and advanced undergraduate writing. In other words, persuasive writing requires your point of view, and critical writing requires others point of view. (“Types of academic writing,” 2019)

1.5. Academic Writing Process

A good piece of writing is not just writing down words and links them together in a paper. Good writing involves several steps L2 students must be aware of. According to Hogue (2008, p .28) there are 4 main steps in writing that are: Prewrite to get ideas and organize them, Write the first draft, Check and revise your work, and Write the final copy.

1.5.1. Prewrite to get ideas

In the first step student start preparing his/ herself to collect ideas. Hogue (2008, p .28) states that in the prewriting step, you get ideas to write about, and she adds taking notes and freewriting are ways to gather ideas. In other words, before start writing the student should collect enough ideas about the topic he is going to write about. The student can take notes about other's writing style, topic, or even the use of certain vocabulary. He can also follow the freewriting method which means write any word or sentence that has a relation with your topic without pay attention to mistakes, grammar or punctuation. Hogue (2008, p .28) says if you cannot think of an English word, write it in your mother tongue. The purpose is to keep writing until you run out of ideas. So, the goal of freewriting is writing without stopping to collect ideas and information even if you use your first language rather than the English language.

1.5.2. Write the First Draft

After collecting ideas, the student starts writing. To explain more Hogue (2008, P. 30) says "you write in rough form without worrying about errors." This first writing is called the first draft or the rough draft. In this step the student is not obliged to respect the rules or pay attention to spelling mistakes, he/she only tries to write down his ideas.

1.5.3. Edit the First Draft

In this step the student start edit and correct his writing. Hogue (2008, p .30) believes that in the third step, you edit your paragraph. She adds editing is usually a two-step process. In the first step you check is the meaning clear and in the second step you check the paragraph for good form, organization, grammar, punctuation, and spelling. Here the student start checking whether his writing is meaningful, clear, and proper or not, and whether there are errors, mistakes or missed punctuation.

1.5.4. Write the Final Copy

In the final step the student supposed to present the final work. Hogue (2008, p .30) says in the last step, you write a neat final copy of your paragraph. In this step you rewrite the corrected form of your piece of writing in a good manner and presented to your teacher.

1.6. EFL Learners Academic Writing Difficulties

Writing is a communicating process that is based on sending information and expressing ideas. Farbrain and Whinch (1996, p .32) reveals that writing “Is about conveying meaning by using words that have been chosen and put together in written or printed form.” On the other hand, Richard (1990, P .100) believes that “Learning to write either in the first language or in the target language is one of the difficult tasks a learner may face.” Arikan (2006, p .105) also agree on the same idea that “writing is a generally difficult skill because writing is not a spontaneous activity but has to be learned.”(as cited in Eltayeb,2019, p .597). A great number of EFL Learners have difficulties in writing due to several reasons. These reasons are: Lack of motivation, Lack of practice, Inadequate time, Teacher feedback.

1.6.1. Lack of Motivation

Motivation is a crucial reason to write. According to Harmer (2007), “Motivation is the reason underlying behavior.” (as cited in Benaissa, p .18). Furthermore, Zamel (1997) affirms that “The writing class should take into account the learners’ purposes for writing.” (as cited in Alfaki,2015, p .47). Moreover, Byrne (1988, p .2) declares that “The majority of writers write less well if they are obliged to write about something that they do not want to write about.” In the same connection, Davies (1998, p .25) says that “Learners will be encouraged to write if writing tasks motivate them and keep them interested.” In other words, lack of motivation may affect negatively the learner’s work.

1.6.2. Lack of Practice

Like any other skill, practice is a must to improve your performance. Hedge (1988, p .11) confirms that “My personal experience tells me that in order to become a good writer, a student needs to write a lot”. Grabe and Kalan (1996, P.6) also in the same way believe that “Writing does not come naturally but it is acquired through continuous effort and enough practice.” To conclude, to be a good writer you have to practice a lot.

1.6.3. Inadequate Time

Time also has an important role in the writing process. Raimes (1983, p . 25) assures that “Time is a crucial element in writing and, is an element that distinguishes writing from speaking.” According to Guantun and Chakraverty, “Writing, is an important part of language learning, is an activity that requires enough time to think about the specific topics.” (as cited in Alfaki,2015 p.47). In addition, Kroll (1990, p . 140) states that “Writing under time pressure is a very unnatural situation and perhaps cannot lead learners to produce compositions that are

truly representative of their capabilities.” While writing, learners need enough time to produce a good product in the end of the session.

1.6.4. Teacher Feedback

As it is known, teachers’ feedback is crucial in the whole learning process not only in writing. According to Zamel (1985, p .79) “Teacher's feedback can be effective if they react to students writing as genuine and interested readers rather than as judges and evaluators.” Along the same lines, Ferris (1995, p .49) thinks that teachers should not only give constructive criticisms, but also should place it side by side with comments of encouragements. Correcting students’ mistakes and provide them with feedbacks, encourage them to improve their writings and try to avoid the same mistakes.

1.7. Writing Approaches

Teaching writing involves multiple approaches. Namoushi (2014, p .32) affirms that “Teachers and students have become aware of the fact that writing takes particular forms in different contexts, a great number of approaches of teaching have come out.” He adds “None of these approaches considered as ideal, they have all proved to be successful in one period or another.” Raimes (1983) declares that the ways of teaching writing are not restricted to one way. (as cited in Çil, n.d. p.3). Therefore, teaching writing is not based only on one method or one approach, but the context and needs of students decide the choice of approach. The main approaches used in teaching writing are process approach, product approach, genre approach, and process based approach.

1.7.1. Product approach

A product approach is “A traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage.” (Gabrielatos, 2002, p .5). Moreover, “Writing in this approach serves to reinforce writing in second or foreign language in terms of grammatical and syntactic forms.” (as cited in Ghufron, 2016). Consequently, “This approach emphasizes more on appropriate use of vocabulary, syntax, and cohesive device.”(as cited in Badger and White, 2000. p .153-154).

Product approach “Promotes the students’ words by teaching vocabulary, the students then simply describe their situation using the same type of vocabulary and phrases.” (Gufon, 2016.p .40). “In this approach what is emphasized is raising students’ awareness, especially in grammatical structures.” (Haghi, 2012, p .76). According to Nunan (1999), in this approach the focus is on the final product which should be a coherent, error-free text and to do that the students will initiate copy and transform a modal text. (as cited in Ghufron, 2016, p .41). Improving writing and focusing on the final product is the main outcome of this approach. According to Namoushi (2014, p .38) “The main concern of such approach is the correct use of form.” Moreover, “The product approach has its origin in the traditions of rhetoric and it emphasize on model texts in order to make the learners aware of the text features.” Namoushi (2014, p .38) adds “It is based on analyzing the students’ writing in order to highlight and quantify their strengths and weaknesses.” As a result, the product approach “Tends to make the student familiar with the conventions of writing via a model, before he gets his final draft.”(Namoushi,2014.p .38). Following the product approach leads to precision and correctness in writing.

Pincas 1984 (as cited in Namoushi, 2014. p .39) says “Linguistic knowledge becomes the main interest of writing, with attention focused on the appropriate use of words, syntax, and

cohesive devices, and she identifies four stages in the approach: Familiarization, controlled writing, guided writing and freewriting.” According to Pincas1982 (as cited in Badger and White, 2000.p .153) in the familiarization stage, the teacher makes the students familiar with certain feature of a given text. In the controlled and guided writing sections, the learners practice the skills with high level of freedom until they become ready for the free writing stage, when they use the writing skill as part of a genuine activity such as a letter, story or essay.

1.7.2. Process approach

While the product approach focuses more on the writing tasks, the process approach emphasizes on the steps of how creating a piece of writing. According to Namoushi (2014 p .41) during the early 1980s, an important shift from the product approach to the process approach occurred. This new trend in the teaching of writing consists mainly in stressing writing as a process and de-emphasising writing as a product. Onozawa 2010 (as cited in Cil, n.d. p .5) states that “The process approach is an approach to writing, where language learners focus on the process by which they produce their writings rather than on the products themselves, in the end, learners are required to complete their products, yet the stress is more on the writing process.”

According to Harmer 2001(as cited in Cil, n.d. p .5) the process approach requires learners to reflect upon the procedure itself to produce a satisfactory written work. Namoushi mentions that “With the rise of the process approach, the main focus is no more on the final text, but on the steps that make up the act of writing.” He adds “ Some of these steps are used frequently in the literature which are setting goals, generating ideas, organizing information, selecting appropriate language, drafting, revising, writing, editing and publishing.” In other words, the

process approach focuses more on the process and the steps of producing the product rather than focuses on the final product.

Namoushi (2014, p .43-44) says that “With the process approach, the student needs to know what he considers as a final product is just a beginning in the process of writing, he must always remember that it is possible to improve his writing; by going through several stages like finding new ideas, new words or new sentences, and revising before writing.” Namoushi (2014, p .44) adds “With the process approach, the learner is not expected to write on a given topic in a specific time, and wait for the teacher to correct his paper, he rather writes a first draft, shows it to the teacher or to his peer, reads it again, improves it, and revises it before writing the final draft”. Consequently by “Adopting this approach, the teacher gives his students enough time to not only get more ideas but to express them in new language forms as well.” (Namoushi,2014, p .44). In addition, “It gives them opportunities to review, clarify and reorganize what they have written on their own.” There are several views on the stages that writers follow in order to produce a piece of writing, but a typical model identifies four stages: Prewriting, Composing/Drafting, Revising, and Editing (Tribble, 1996.p .39).

1.7.3. Genre approach

The genre approach focus not only on the content, but also on the context. According to Namoushi (2014, p .44) the genre approach is mainly concerned on teaching particular genres that students need control of in order to succeed in specific situations, this put emphasis on the content of text as well as the context in which the text is produced. In a similar vein, Badger and white (2000, p .155) declares that “genre approaches regard writing as predominantly linguistic, they emphasize that writing varies with the social context in which it is produced.” Harmer (as cited in Cil, n.d. p .4) “While writing in a particular genre, it is essential for

students to take into consideration the topic, style, the context and the reader.” Based on the previous definitions, the context in which the text takes place is important as well as the content of the text.

Namoushi (2014, p .44) claims that “The main principle that underlies the genre approach is that language is functional; means it is through language that we achieve certain goals.” In addition, “Another aspect that sees language as occurring in particular cultural and social contexts, and cannot be understood outside its context; language then is not to be separated from the social and cultural context in which it appears.” (Namoushi,2014, p .44). Language and context are interrelated, and it could not be understood only if it appears in a particular context.

Firkins, Forey & Sengupta 2007 (as cited in Cil, n.d. p .4) “There are several developers of this approach which is based on a “systemic functional theory of language” (Cil, n.d. p .4) states that “Genre approach initial developer is Halliday (1978, 1994), later it was improved by Martin (1992), Christie (1999) and Macken-Horarik (2001).Firkins, Forey & Sengupta (as cited in Cil, n.d. p .4) concedes that Halliday’s genre-based approach involves three stages that are essentially based on a cycle of teaching- learning. There is not a particular order of these stages, what is important here is the support the teacher gives has to be utmost level. These stages are

- Modeling a text
- Joint construction of a text
- Independent construction of a text

Cil (n.d. p .4) affirms that “Another version of the genre approach that is not mentioned above is Swales’ model.” Swales (1990) referred to genre as “A class of communicative

events, the members of which share some set of communicative purposes.” (as cited in Namoushi,2014 p .45). Namoushi (2014, p .45) says “Swales’ definition provides the main idea that there are certain conventions or guides which are generally associated with a writer’s purpose.”.

In actuality, most conventions are related to the purpose the writer has in mind. For instance, “a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationships with friends, and an argument essay emphasizes its thesis since it aims at making an argument.” (Namoushi,2014, p .45). Besides the conventions, Swales (as cited in Cil, n.d. p .5) says that “There are structural features that for every genre related to its purpose. These features consist of standards of organization structure and linguistic features, and have an impact on the sequence of the written work.”

Also in this context, Namoushi (2014, p .45) states that “The genre approach acknowledges that writing takes place in a social situation and is a reflection of a particular purpose, it understands that learning can happen consciously through imitation and analysis.” Furthermore, he adds that “It is obligatory for writing teachers to connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects.” Also in this regard, Badger and white (2000, p .156) affirms that “Genre-based approaches see writing as essentially concerned with knowledge of language, and as being tied closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher.”

1.7.4. Process-genre approach (PGA)

This approach is a result of combining both process and genre approach. According to Assagaf (2016, p .8) the process-genre approach (PGA) has been set to employ the strengths

of both the process approach and the genre approach. Tribble (as cited in US-China Education Review, p .703) believes that “All three approaches have received quite a number of criticisms.” Badger and White (2000, p .157) points out the weaknesses of the product approach by saying that “process skills, such as planning a text, are given a relatively small role, and that the knowledge and skills that learners bring to the classroom are undervalued.”

Moreover, they refer to the negative side of the process approaches and say that “They often regard all writing as being produced by the same set of processes; insufficient importance given to the kind of texts writers produce and why such texts are produced; and that they offer learners insufficient input, particularly in terms of linguistic knowledge, to write successfully.” (Badger and White,2000, p .157).

Badger and white (2000, p .157) also note that the failure of the genre approaches is that “they undervalue the skills needed to produce a text and see learners as largely passive.” Based on the observable disadvantages and weaknesses of the three approaches, Badger and white (2000, p .157) states that “an effective methodology for writing needs to incorporate the insights of product, process, and genre approaches. One method to do this is to start with one approach and adapt it.” This new approach could be “a composition of the three approaches, which we term the process genre approach.” (Badger and White, 2000 P.157).

As the previous approaches, the process-genre approach has several stages. Ghufon (2016, p .39) states that “the process-genre approach involves six stages.” In the first stage, “The student is asked to set up a certain social situation or context of their writing, and formulate a purpose of their writing.” (Badger and White, 2000,p .159). In the following stage, “The teacher helps the students to relate the purpose of writing to the mode or organization of the text, the field which is the subject matter, and the tenor or the writer-readers relationship.” (as cited in Ghufon 2016, p .39). Moreover, in the next stage “The students are asked to design a

plan of their writing by considering the previous consideration in context, purpose, mode, tenor, and field.” (Ghufron, 2016, p. 39). Now, “The students are ready to write the draft of their writing, and acquiring a feedback from both teacher and peers.” (Ghufron, 2016, p . 39). The final stage “Is publishing and submitting the writing to the teacher as a final product.” (Ghufron, 2016, p . 39).

Conclusion

Writing academically has been always a challenging and complex process for L2 learners. Accordingly, this chapter was an attempt to review the basic aspects related to academic writing. Moreover, the chapter provided a comparison between academic writing and general writing, which may be helpful for L2 learners to write appropriately. Also, with the help of teachers, students must be informed by the types of academic writing as well as the stages of the writing process to be able to produce valued product. Furthermore, stating students’ difficulties and ameliorate them may has an affective role in improving their performances. Finally, teaching writing involves several approaches that are already mentioned above which are the product approach, process approach, genre approach, and process genre approach.

The following chapter will be devoted to introduce plagiarism and explore its effect on EFL learners’ academic writing.

CHAPTER TWO:

PLAGIARISM

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Introduction

When writing, EFL learners may face a number of obstacles. In academic writing these obstacles are related to academic dishonesty and academic integrity. To write academically and appropriately you must be familiar with the basic rules of academic writing, as well as the forbidden acts during writing. The most common issue in academic writing is plagiarism. Many students may commit plagiarism accidentally and unintentionally because of several factors. For that, they must be aware of the definition of plagiarism, its types, its penalties, and how to avoid it. Due to the alarming spread of plagiarism among learners; a number of strategies were developed to reduce and stop this academic pandemic. Citing/ Referencing, paraphrasing, and summarizing are the effective strategies that help students to stop committing plagiarism during writing.

2.1. Definition of Plagiarism

Producing an academic content is not an easy task for students. They may face several problems while writing, one of these problems is plagiarism. In academic writing, a student has to come with his own ideas and words, or make reference to others works to avoid plagiarism. According to Sutherland-Smith (2008, p .3) plagiarism carries negative connotations of dishonesty or cheating. As stated in University of Melbourne plagiarism “....is the act of representing as one’s own original work the creative works of another, without appropriate acknowledgment of the author or source”(as cited in Roberts,2008, p .2). University of Oxford (2007) also defines plagiarism as “... the copying or paraphrasing of other people’s work or ideas into your own work without full acknowledgement.” (as cited in Roberts,2008, p .2).

The word plagiarism in academia is defined in several ways. Plagiarism “...is the theft of someone else’s ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, the theft is the same (as cited in Roberts,2008, p .2) Diane Pecorari the head of department of English and professor of English linguistics at City University of Hong Kong goes further and says “Textual plagiarism is the use of words and/or ideas from another source, without appropriate attribution.” (Pecorari, 2014,p .277), and she adds “The word plagiarism has origins in antiquity. It is derived from the Latin word meaning “kidnap” or “plunder”. It has been regarded as a criminal activity—parallel to stealing other people’s offspring!” (Pecorari, 2008,p .11). Angelil-Carter describes plagiarism as “The scourge of academic life” (as cited in Sutherland-Smith,2008, p .21).

All the previous definitions refer to only one general meaning of plagiarism which is presenting other’s ideas, works, and words without acknowledging the source. Plagiarism is considered as a serious issue during the writing process. Sutherland-Smith (2008, p .20) states that “Some researchers and teachers consider plagiarism to be closely aligned to cheating in its darkest form.” She adds “The language used to describe plagiarism in academic writing is couched in terms varying from moral reprehensibility to criminal activity”.

2.2. Causes for Plagiarism

Plagiarism is one of the most frequent problems in the academic world. Students tend to plagiarize because of several reasons. Even though plagiarism checkers are well spread in all internet platforms, and students are aware of plagiarism consequences, they are still committing this academic dishonesty. Macdonald (2000, p .24) states that “Factors causing plagiarism are low commitment to the learning process and focusing on getting an academic degree, the student life style, and family pressures lead students try to achieve the best results

with the least efforts and in the least time.” In like manner, Franklyn- Stokes and Newstead (1995) affirms that “Grades exert a pressure; to obtain better grades is one reason students give for cheating.” (as cited in Pecorari,2013, p .30). The desire to get better grades and the rejection of the idea of failure are the main reasons of plagiarism among learners.

Besides, Bahadori M. et al (2012) in their article entitled “Plagiarism: Concepts, Factors and Solutions” identify the most important reasons for plagiarism among learners.

- 1) **Genuine lack of understanding:** sometimes students plagiarize unintentionally because they are not familiar with the different techniques to avoid plagiarism such as citing, referencing, and paraphrasing.
- 2) **Efficiency gain:** students plagiarize to get better grade and save time.
- 3) **Time management:** peer pressure for an active social life, commitment to college sports and performance activities, family responsibilities, and pressure to complete multiple work assignments in short amount of time.
- 4) **Personal values/attitudes:** some students see no reason why they should not plagiarize, or do it because of social pressure.
- 5) **Defiance:** for some students, plagiarism is a tangible way of showing dissent, and expressing a lack of respect for authority. They may also regard the task as neither important nor challenging.
- 6) **Students’ attitudes towards teachers and class:** some students cheat because of their negative attitude towards assignments and tasks.
- 7) **Denial or neutralization:** a number of learners deny to themselves that they are cheating or find ways of legitimizing it by blaming others.
- 8) **Temptation and opportunity:** plagiarizing becomes easier for students because of the easy access to the internet and web search tools.

- 9) **Lack of deterrence:** some students think that there is little or no chance of getting caught and there is little or no punishment if they are caught

None of the previous reasons is accepted to commit such dishonest acts. Students must know that teachers are interested in evaluating them based on their own works and efforts not based on others' works, and also they must remember the negative outcome of plagiarism on their writing and on their evaluation.

2.3. Effects of Plagiarism

Since plagiarism is considered as a negative attitude, it may lead sometimes to very harsh consequences. Berlinck (2011, p .368) states that "Plagiarism is unacceptable act, the word has a very negative weight especially when plagiarism is detected in academia." In the same perspective, Smith (2008, p .90), in her work entitled "Plagiarism, the Internet, and Student Learning: Improving Academic Integrity", has shown the severity of the problem by relating it to the definition of plagiarism given by Mallon (1989) in which she states that "the idea that an act of plagiarism is kidnapping the words of others can also be seen as being similar to the action of kidnapping a child from a parent." Berlinck (2011, p .369) adds "Society sees the plagiarist as a criminal, often relentlessly, even if the plagiarist has committed plagiarism in a very short extension, possibly unintentional, and for the first time. Hence, plagiarism is not an academic misbehavior only, but also it is viewed as a 'crime', this is why it is severely punishable.

Wagner, (2011) (as cited in Berlinck , 2011) in his article entitled "The academic plagiarism and its punishments - a review" identifies the main consequences of plagiarism as follow:

- Penalties that can range from warnings to various forms of legal sanctions

- Assigning a 0 (zero) score.
- Failure in courses if the student has repeatedly copied texts and issues submitted for review.
- Suspension of student activities during certain periods.
- In the case of the preparation of monographs, MSc dissertations and PhD theses, the observation of plagiarism in small portions may lead evaluators to require a new writing and resubmission of the work.
- In the case of plagiarism noted in extensive writings, the student enrolments may be finished.

In addition, Wagner (2011) asserts that “The main consequence of plagiarism seems to be a deep personal frustration and demoralization on the part of whom commits it.” (as cited in Berlinck 2011, p .369). Moreover, Carroll University (as cited in Benabid and Berrichi 2015, p .17) claims that plagiarism “is a self-destructive act that sabotages learning.” which may harm both of the student and the educators. Also, Carroll University states that “A student who knowingly plagiarizes is no different than an athlete who cheats and takes banned drugs to gain an unfair advantage”. Furthermore, according to Benabid and Berrichi (2015, p .17) when a student copies someone else’s work without acknowledging it, not only it is disrespectful to the writer’s hard work and rights, but in addition, he/she is making other students who work honestly feel betrayed. Learners need to put in mind that acknowledging the original source is a must, unless they will be considered as cheaters, disrespectful, and their works are neither reliable nor credible.

Even though plagiarism is considered as a form of violation of the academic integrity in all over the world, but others still see it as a normal attitude and an acceptable behavior.

2.3. Forms of Plagiarism

Before writing, a student should put in mind that he has a serious work to do, and according to that he must own an acceptable background about the topic, and relies on his efforts and abilities to produce a good academic content. While writing, a student may commit plagiarism intentionally, unintentionally, or because of unawareness of the different forms of plagiarism. Roka (2017) in an article entitled “Plagiarism: Types, Causes and How to Avoid This Worldwide Problem” lists the different types of plagiarism that are: Intentional or unintentional, text/words or ideas/data, source, mosaic/patch writing, self plagiarism, collusional, and ghost plagiarism.

2.3.1. Intentional or unintentional

On one hand, when a student copies the entire text, paragraph or data deliberately or knowingly then presents it as its own this is intentional plagiarism. On the other hand, unintentional plagiarism is when a student is not aware of either the ethics in writing or does not know how to cite. Consequently he presents a copy of the original source. (Roka, 2017.p .3)

2.3.2. Text/words or ideas/data

“copy-cut-paste” or “word-to-word” is the common form of plagiarism in writing; it comprises complete sentences, paragraphs, tables or even pictures when reproduced them without acknowledging the source. Copying someone else’s ideas, presentations, audio or video files, thoughts, inferences or suggestions and presented as own without proper acknowledgement is a common form of plagiarism. Other methods are taking ideas from books, previously published thesis, journals, magazines, conferences or meeting, and this is of course very difficult to detect or prove. (Roka, 2017.p .3)

2.3.3. Source

This type of plagiarism uses previous article's citations without actually reading or cross referencing the bibliography. (Roka, 2017.p .3)

2.3.4. Mosaic/patch writing

It occurs when author (b) uses the previous article text by replacing, reordering or rephrasing the words or sentences of author (a) to give it new look without acknowledging the original author. The American Medical Association Manual of Style describes mosaic plagiarism as "... borrowing the ideas and opinions from an original source and a few verbatim words or phrases without crediting the original author. In this case, the plagiarist intertwines his or her own ideas and opinions with those of the original author, creating a confused, plagiarized mass." (Roka, 2017.p .3).

2.3.5. Self-Plagiarism

When the author has added research on a previously published article, book, contributed chapter, journal, and presents it as a new without acknowledging the first article or taking permission from the previous publisher is also a plagiarism form. "Salami Slicing" is another form of plagiarism; it refers to submitting the same article to multiple journals to increase the chances of publication or making multiple articles from a single article. (Roka, 2017.p .4)

2.3.6. Collusional

In this type the author asks a professional agent or institution to write an article and then claims as its own. (Roka, 2017.p .4)

2.3.7. Ghost writing

In this type, the main contributor is not given due acknowledgement or someone who has not contributed is given due credit. (Roka, 2017.p .4)

In addition to these forms of plagiarism, Figure 1 illustrates other forms of plagiarism that the student can commit when writing academically.

CLONE–Submitting someone else's work, which is just transcribed, as his/hers own;
CTRL-C–Contains most of the text from a single source, without alterations;
RE-TWEET–Includes proper citation, but with too much text used from the original.
ERROR 404–Includes quoting non-existent or inaccurate source;
AGGREGATOR–Include proper citation of sources, but contains almost nothing of their own work;
FIND-REPLACE–Changing key words and phrases, but retaining a substantial part of the content of the primary sources;
EMIX–Paraphrasing multiple sources which are so arranged that complement each other
RECYCLE–The use of their own work (if the article is already published somewhere and not cited);
HYBRID–Combine perfectly cited sources with the copied without citation;
MASH UP–Blending the copied material which is taken from multiple sources;

Figure 2.1: Some of the other ways of plagiarism (Roka, 2017.P.4)

2.4. Plagiarism in Media

Internet and media nowadays is a double-edged sword; it may influence the society in a positive as well as in a negative way. Internet boosts the prevalence of plagiarism among EFL learners. According to Hasan (2018, p .127) the Internet has brought not only good opportunities for improving teaching and learning, but also it has also brought challenges to academic integrity.” Moreover, “The deterioration of ethics among young people seems to be closely related to the internet and other advanced technologies.”(as cited in Hasan,2018, p .127). Oxford Dictionary of Education (2015) confirms that because of “Advance in technology and the easy availability of internet access, which allows dishonest minority of students to cut and paste text from unacknowledged sources and incorporate it into their own work.” (as cited in Hasan,2018, p .127).On the same note, Watters says “ You'll find a number of websites geared specifically to cheating -- sites where you can buy papers, for example. But even if students opt not to pay-to-cheat, the Internet does seem to make it easier to lift content.” (2011, para.1).

Due to the easy access to the internet, with one click students are able to find thousands of topics and essays to be copied and presented to teachers. They prefer to plagiarize rather than rely on themselves and work hard. Renard (2000) comments “The major draws of internet plagiarism are the ease with which students can simply cut and paste a paper from other sources and the mind-boggling array of information available and encouraging them to do so.” (as cited in Hasan,2018, p .127). He also states that “With the advent of the internet and easy access to almost limitless written material on every conceivable topic, suspicion of student’s plagiarism has begun to affect teachers at all levels.” (as cited in Hasan,2018, p .127).

Also in this context, Ramzan, et.al, (2012) declare “More and more students and researchers are turning to the internet for cooked solution and shortcuts for writing assignments, research papers and theses.” (as cited in Hasan,2018, p .127). The easy access to unlimited number of websites facilitates cheating and gives students the freedom to cheat and plagiarize while writing. According to Conradson and Hernández-Ramos (2004, p .1) accessibility of computers, internet and other electronic resources such as CD-ROM encyclopedias has made cheating quicker and easier for our current generation of technology-savvy teenagers.

All educators and researchers agree on blaming internet and easy access to online websites as the main cause of plagiarism among learners. By the help of teachers, students must be aware of academic dishonesty, and the negative consequences of plagiarism to limit the spread of this phenomenon.

2.5. Plagiarism Penalties

According to the well spread of this pandemic of plagiarism, many universities introduce software to detect plagiarism. Raimes (2016, p .02) states that “Preventing plagiarism is a critical part of the academic integrity that is expected and required by the educational institutions.” Since plagiarism is a forbidden act in writing, all academic institutions work hard to reduce it. Lancaster (2020, p .19) asserts that “Plagiarism at university has consequences in the form of academic penalties.

Plagiarism in business can be much more damaging.” Deciding the appropriate penalty is depends on several factors. These factors according to McCulloch and Reid (2013, p .17) are “The extent of plagiarism in the piece of writing, whether the student work has been detected plagiarizing more than once, whether the student is experienced in working within the plagiarism rules, and if the plagiarism significantly affects the quality of the work.” Plagiarism has been always a serious problem whether it is intentionally or unintentionally. In addition, it has great impact on the student and on the work. For that, it should be reduced because its vital role academic integrity. Buranen and Roy (1999, p .76) sees that “These penalties range from failure to expulsion.” McCulloch and Reid (2013, p .17) illustrate the punishments frequently used to prevent plagiarism as follow

Losing percentage of the marks for the assignment, losing all the marks for the assignment, being excluded from the segment of the work, being suspended from the university for a time, or, being asked to leave the university permanently. Also, any detected plagiarism is noted in the student’s record, so it is taken into consideration if there is any future occurrence of plagiarism.

As it is stated by McCulloch and Reid (2013), the penalties are ranging from soft to hard. It can be losing percentage as it can be leaving the university permanently.

Plagiarism is also spread in Algerian universities as in the whole world. For this, Hallisi Tahar (as cited in Benabid and Berrichi, 2015 p .19) states that “Several cases where doctors enrolled in different Algerian universities such as Annaba, Batna, khanshla and Constantine have been accused of plagiarism, mainly get promoted”. Benabidi and Berrichi (2015, p .19) says that “The Ministry of Higher Education receives tons of reports and complains about plagiarized works by teacher, doctors and even professors.” For that, the Ministry of Higher Education and Scientific Research enacted an anti-plagiarism code number ‘933’ in 2016. Zaghlami (as cited in Abdaoui, 2018 p .378) presents the new anti-plagiarism law as follow:

Serious professional breach that can result in work being annulled, degrees withdrawn and exclusion from posts as well as possible judicial action. To curb further cases of plagiarism, the department of higher education has instructed all universities to set up databases on their websites in which all works and theses produced by students, lecturers and researchers are reported.

This description provides a clear picture about the penalties proposed by The Ministry of Higher Education and Scientific Research against plagiarism.

Avoiding plagiarism in writing is a must. It protects the writer from such penalties that may affect his academic career.

2.6. Avoiding Plagiarism

As it is proved above, plagiarism is a kind of academic dishonesty, and learners must be aware of its hard consequences. Plagiarism is unacceptable under any circumstances but, despite this universal disapproval, it is one of the more common faults with student papers. In

some cases, it is a case of downright dishonesty brought upon by laziness, but more often it is lack of experience as how to properly use material taken from another source. Gratz (n.d.) states that “Plagiarism in professional work may result in dismissal from an academic position, being barred from publishing in a particular journal or from receiving funds from a particular granting agency, or even a lawsuit and criminal prosecution (as cited in Wallwork 2016, p .152). For that, they are obliged to avoid it by following certain basic rules in writing according to APA style (American Psychological Association) such as citing, summarizing, and paraphrasing.

2.6.1.1.Citing / Referencing

Citing is a basic strategy students are supposed to follow to avoid plagiarism while writing. Kasi (2009 p.191) states that “Citing the used references in a work is the best way of preventing plagiarism.” Wong (2011, n.p.) sees that “Citation means that you should acknowledge the source of information when you write.” In addition, Pears and Shields (2019, p.1) points out that “Referencing refers to acknowledging other’s work when you have used it in your research.” Moreover, “Citing the source in the text of your assignment is called in-text citation, and referencing them at the end of your assignment is called reference list or end-text reference.” (Pears and Shields,2019, p .01). Therefore, acknowledging the source, and referring to other’s works during writing is a must to produce an honest academic achievement.

There are several styles to cite properly the original source. Lipson (2018, p .6) says that “The style you use is depends on your field, your teachers’ advise if you are a student, or your own choice.” In actuality, there are three major styles which are Modern Language Association (MLA) that is used in humanities, American Psychological Association (APA)

that is used in social sciences, business and education and Chicago is used in a number of fields. This research will focus more on the APA style according to the department related to which is English department in the foreign languages faculty. Many beginners may ask the question when should I reference or cite, Pears and Shields (2019, p .01) answers the question by “reference each time you use other’s works or ideas in your work whether are dissertations, presentations, or essay.” The student needs to know that APA, MLA, and Chicago are the major citing styles that are frequently used, and he is obliged to cite each time he use others’ works.

2.6.1.2. Techniques of Citing

Citing is an obligation in writing in order to avoid plagiarism. Therefore, learners must be aware of its rules. Citing rules are divided into two main categories as it is said before; in-text citation and reference list. Figure 2.2 and figure 2.3 show the basics of the APA Style 6th Edition. As a beginner in writing and for more details, it is preferable to check the Publication manual of the American Psychological Association (6th ed.)

- Parenthetical references in the text include the author's surname and the year of publication: **(Grove, 2008)**.
 - Page numbers must be included for any direct quotation: **"the expectations varied according to the subject studied" (Grove, 2008, p. 234)**. In the case of a paraphrase, the page number is not essential, but can be included to help the reader locate the material. The page number is not necessary for a summary.
 - If page numbers are not available, such as is the case for some electronic documents, the paragraph number should be used instead to help locate the material: **(Grove, 2008, para. 4)**.
 - In publications in which the pagination restarts in every chapter, the chapter number must be included as well: **(Grove, 2008, chapter 3, p. 34)**.
 - In in-text references and in the reference list, when naming multiple authors, **an ampersand (&) is used** to replace the word "and": **(Brown & Ruter, 2007)**. If the name of the author appears in the body of the paper, the word "and" must be used instead of the ampersand: **Brown and Ruter (2007) discuss this improper use of the case study.**
- Specific examples:
- *Author named in text:*
 - If the author's name is part of the body of the text, it does not need to be included in the parenthetical reference: **Bell (2005) noted that it was part of the project.** The same goes for the year of publication. In the following example, no parenthetical reference is necessary, as the information appears in the text: **In 2005, Bell noted that it was part of the project.**
 - *Multiple authors:*
 - *Two authors:* every citation must include both authors' surnames: **(Brown & Green, 2004)**.
 - *Between three and five authors:* all the authors' surnames are mentioned in the first reference citation: **(La Fayette, Dawson, Rutherford & Stanton, 1999)** but in subsequent reference citations, only the first author's surname is used, and is followed by "et al.": **(La Fayette et al., 1975)**.
 - *Six or more authors:* the surname of the first author, followed by "et al." is used in every citation: **(Jin et al., 2001)**.
 - *No author:*
 - If there is no author, the item that appears first in the reference list is used. This can be the editor, but usually is the title. As any other reference, the year is also included.
 - If the item is a book, periodical or report title, the first word should be capitalized, and the title should appear in italics: ***(Violence in schools: Issues, consequences and expressions, 2004)***.
 - If the item is a web page, chapter or article title, all major words should be capitalized, and the title should appear in quotation marks: **("Aggression in Children: Multicultural and Longitudinal Study," 2006)**.
 - *Indirect sources:*
 - Whenever a source is quoted in another source, it is best to locate and use only the original source. If it cannot be located, use the source you found, and add "as cited in" at the beginning of the reference. Example for a passage by Smith that was read in an article by Bryce: **Smith argues that "only fools would believe such a thing" (as cited in Bryce, 2006, p.43)**. The Reference list should include only the source you read (in this case, Bryce).
 - *Two or more works in the same in-text reference:*
 - One citation might refer to two or more studies or to works by different authors. In this case, the two citations should be separated by a semicolon, and arranged alphabetically in the same order as they appear in the Reference List: **(Brown & Green, 2004; La Fayette, 2003)**.

Figure 2.2: In-text reference citations in APA style (Academic Writing Help Center, 2009)

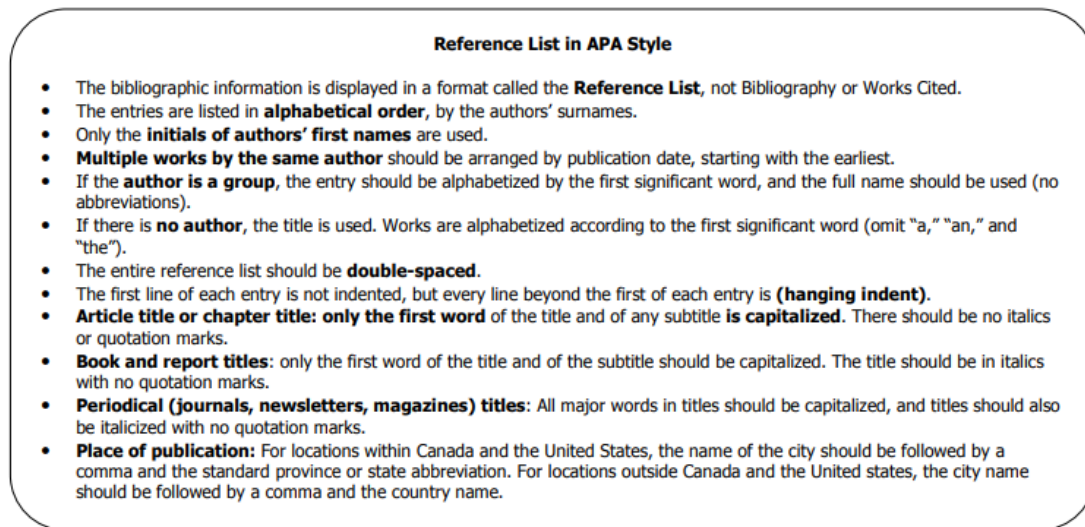


Figure 2.3: Reference List APA Style (Academic Writing Help Centre, 2009)

2.6.1.3. The importance of Citing and Referencing

Students must know not only when they cite, but also why they cite. According to Pears and Shields (2019, p .01) referencing or citing allows students to

- Avoid Plagiarism
- Distinguish between your opinions and ideas and those of others
- Establish the credibility and authority of your arguments and thoughts
- Prove that you have read widely on the subject you are working on
- Give credit to the original author
- Get better marks and grades

2.6.2.1. Paraphrase

Paraphrasing is crucial skill in academic writing. Vanitha (2017, p .14) says that paraphrasing is "Rewrite the author's idea by using different words, word orders, voices, or clauses without changing the meaning of the main idea of the author." Richard and Schimdt (2010) defines paraphrase as an "Expression of the meaning of a word or phrase using other words or phrases, to make the meaning easier to understand." (as cited in Na and Mai 2017, p

.10). Additionally, Baily (2006) insists on the idea that “Paraphrasing involves some changes in the text while still retaining its meaning.” (as cited in Na and Mai 2017, p .10). Furthermore, Hirvela and Du (2013) believes that paraphrasing “Does not shorten the length of text a unlike summarizing.”

In other words, paraphrasing is changing some lexical and words in the paraphrased text with neither changing the meaning nor the length of the original text.

Using synonyms in paraphrase is important unless the text will not be paraphrased. Vanitha (2017, p .15) believes that “Good knowledge on vocabulary and word order gives the confidence of paraphrasing.” She adds “Familiarity with the present grammatical usage has a vital role in effective paraphrasing.” Furthermore, “Reduction of clauses can alone produce best result in paraphrasing, if it is used effectively.” The learners must have rich vocabulary, and good writing skill to paraphrase effectively.

2.6.2.2. Techniques for paraphrasing

Effective paraphrasing needs a number of techniques. Vanitha (2017, p .14) points out the following techniques

- a) Synonym Replacement.
- b) Changing the Parts of Speech.
- c) Changing Affirmative to Negative.
- d) Changing Word Order.
- e) Reduction of Clauses.
- f) Explaining the concepts and abstract ideas of the text.
- a) Synonym Replacement

Hard and unfamiliar words must be replaced by easy and familiar for better understanding. The text should be rephrased with suitable synonyms without spoiling the main idea of the

text. For instance; “the Reynard is content with the Vixen.” It is paraphrased to “the male fox is happy with the female fox.” (Vanitha, 2017, p .14)

b) Changing the Parts of Speech

Replace parts of speech starting from verbs, nouns, to adjectives and adverbs by new parts of speech while paraphrasing. For instance; “the girl quickly jumps across the finish line, grabbing yet another victory.” It is paraphrased to “the girl grabbed another victory when she jumped across the finish line.” (Vanitha, 2017, p .14)

c) Changing Affirmative to Negative

Student can change the affirmative form to the negative form without changing the meaning. For instance; “The politicians disagreed with all the concepts.” It is paraphrased to “No concepts was agreed by the politicians.”(Vanitha, 2017, p .15)

d) Changing Word Order

Changing from Active to Passive or moving the modifiers to different positions. For instance; “They were saddened by the news.” It is paraphrased to “The news depressed them.” (Vanitha, 2017, p .15)

e) Reduction of Clauses

Reducing the number of clauses in a sentence, by incorporating the phrases into the sentence will help in easy comprehension. For instance; “while I understand where you are coming from, and truly respect your opinion, I wish you would express yourself more clearly, like Rama does.” It is paraphrased to “I understand where you are coming from and respect your opinion, but I wish you would be more like Rama and express yourself more clearly.” (Vanitha, 2017, p .15).

f) Explaining the concepts and abstract ideas of the text

Paraphrasing is simplifying the texts for better clarity. The restatement should not change the meaning and the abstract ideas of the text. The text can be made in a concrete way for better understanding. For instance; “the symptom and reason of autism has also been a matter of argument. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures the condition is often not noticeable in the child’s first year, yet it becomes more apparent as the child reaches the age of two or three.” It is paraphrased to “we know, for example, that the condition occurs in roughly one out of every thousand children. We also know that the characteristics of autism do not vary from one culture to the next. And we know that the condition is difficult to diagnose until the child has entered the second or third year of life.” (Vanitha,2017, p .15).

2.6.2.3.The importance of Paraphrasing

EFL Learners must be aware of the importance of paraphrasing. Carter (2013, p .102) shows the main reasons for effective paraphrasing, and classifies them as follow

- Paraphrasing proves you understood what you read. It makes you sure that you understand what the author says.
- Paraphrasing helps you understand the relationship between ideas in sentences. Rewrite the passage with your own words help you understand how the author combine ideas to fit his thoughts.
- Paraphrasing help you study. Paraphrasing materials is an effective study technique, because reorganizing materials and repetition help the brain encode new information in your long-term memory.

Besides, Keck (as cited in Na and Mai 2017, p .10) says that “It prohibit learners from plagiarism as experienced L2 writers who are familiar with paraphrasing techniques have been found to rely less on source texts than their novice peers.” Moreover, Keck and Wette (as cited

in Na and Mai 2017, p .10) states that “It show learner’s understanding of the original source and demonstrates how well they can read and write in their second language.” In addition, Hirvela and Du (2013) believes that paraphrasing is “A meaning-making process that contributes to developing the content of L2 learners writing, and not only a useful linguistic tool for learners to manipulate the language of existing literature to integrate into their writing.” (as cited in Na and Mai 2017, p .10).

Paraphrasing has a vital role in academic writing. It is not only a linguistic tool the student use in his writing to rewrite a particular passage by using his own words, but also it proves for the teacher and the readers that he has understood the original text well.

2.6.3.1. Summarizing

Summarizing also is one of the important techniques to avoid plagiarism in the academic writing. Buckley (2004, para.1) declares that summarizing is “Reducing the text to one-third or one-quarter its original size, clearly keeping the author’s meaning and retaining the main ideas.” In other words, summarizing is rewrite briefly the main ideas without changing the meaning or adding other ideas. Diane Hacker (2008, p .62) refers to summarizing by “Stating a work’s thesis and main ideas simply, briefly, and appropriately.” Along the same lines, Khathayut and Karavi (2011, p .2) says that “A number of researchers believe that summarization process is connected with reading and writing.”.

Researchers in the domain of writing believe that a good summary is related to reading and writing because it is an evidence for their understanding of what they read and of what the write. Corbeil believes that “The summarization process in second language is a valuable assessment tool to evaluate students’ progress towards the acquisition of L2 reading comprehension skills.”(as cited in Khathayut and Karavi 2011, p .2). Moreover, Bowker

(2007, p .12) states that “Summarizing is about choose some key features and then using them to create a shortened version of the author’s writing.”.

In addition, Khathayut and Karavi (2011, p .4) add that summarizing is “An abridgement expressing of the main ideas of a text. It has to be shorter than the original text, contain the main idea of the text, and when necessary, reported speech was obligatorily used.”

Summarizing is an academic technique that is based on shortening the original text and keeping the main idea of the original author without adding any personal view or idea.

2.6.3.2. Techniques of Summarizing

To summarize successfully and effectively you need to follow several stages. Daries (2012) lists them as follow

- **Divide and conquer:** Skim the text you are going to summarize, divide it into sections, and highlight any titles and subtitles.
- **Read:** Now, read the selection and try to understand the author’s tone, style, and main idea.
- **Reread:** Rereading should be active reading. Underline topic sentences and key facts, identify what you do not understand and try to illustrate those points, and identify the main points that the author is making to support the overall main idea of the text.
- **One sentence at a time:** After dividing the piece into sections and located the author’s main ideas and points; write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details.
- **Write a thesis statement:** Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement. In this sentence, you should write what you think the overall main idea of the text. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.
- **Ready to write:** At this point, your first draft is virtually done. When you start writing remember that you should write in the present tense, include the author and title of the

work, and be aware of that the summary should not be equal in length to the original text. Moreover, if you must use the words of the author, cite them. Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

- **Check for accuracy:** Reread your summary and make certain that you have accurately represented the author's ideas and key points.
- **Revise:** Once you are certain that your summary is accurate, you should revise it for style, grammar, and punctuation.

A good summary of a piece of writing is based on the comprehension of the original text, and of being able to identify the main points and the important ideas of it, and rewrite it in the new form.

2.6.3.3. The Importance of Summarizing

Summarizing has a great importance in academic writing. Freedman (2020) shows the importance of summarizing by stating two major aims. "To reproduce the overall ideas of the text, and identify the general concepts in the entire piece of writing." In addition, "Express these ideas using particular and specific language; because when you summarize, you cannot use the language that the author has used to develop his point of view." In other words, the purpose of summarizing is to recap or retell the author's main thoughts and ideas by using your own language.

Conclusion

To conclude, this chapter attempted to provide a general overview on plagiarism and present it as unethical act when writing. At first, the chapter reviewed the definition of plagiarism, its causes, effects, and forms. Since this misbehavior must be prevented, this chapter highlights plagiarism's rigorous penalties. Furthermore, the chapter suggests the three

main strategies and techniques that are considered as the most effective tools to avoid plagiarism in EFL learners' academic writing, which are citing, paraphrasing, and summarizing.

The following chapter will be devoted to the research methodology underlying this study, and to the interpretation of the collected data, in addition to a discussion of the findings.

**CHAPTER THREE:
FIELD WORK AND
DATA ANALYSIS**

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Introduction

The current study aims to improve EFL learners Academic Writing by avoiding Plagiarism. This chapter is devoted the field work and the analysis of the collected data in addition to the research tools, population, sample, and interpretation of the results. Two data gathering tools are used in this research; a questionnaire for 1st year Master students and an interview for Academic Writing teachers at Biskra University. The aim of the questionnaire is to examine students' views on academic writing and plagiarism. Besides, the aim of the interview is to collect teachers' views about the level of 1st year Master students in academic writing and the causes of plagiarism during writing. Also, this chapter includes the data analysis, the interpretation of the results, and the statistical procedures. Finally, this chapter provides a discussion of the findings in order to answer the research questions, and validate the research hypothesis.

3.1. Rational for the Research Approach

This research is based on a qualitative approach since it involves primarily social sciences and other domains. Dörnyei (2007,p. 24) reports that qualitative approach "...involves data collection procedures that result primarily in open-ended and non-numerical data which is then analyzed primarily by non- statistical methods." On one hand, the purpose of students' questionnaire was to explore their awareness of academic writing and plagiarism. Also, it intended to check out whether they plagiarize in their works or not. More importantly, it attempted also to explore learners awareness about the different strategies to avoid plagiarism, and if they apply them during their writing. On the other hand, the purpose of teachers' interview was to explore students' current abilities in writing. Moreover, it tackled the

difficulties that EFL learners across when writing. Finally, it discussed the problem of plagiarism and its consequences on the learner.

3.2. Students' Questionnaire

The initial intention of students' questionnaire is to examine their awareness about academic writing and plagiarism. Also, it attempts to explore 1st year Master students at Biskra University level in academic writing.

3.2.1. Rational and Aim

In this study, the student's questionnaire was designed for the fact that "A questionnaire enables responses to be gathered from large numbers relatively quickly, and cost efficiently." (as cited in Healey, 2012, p .21), also " Questionnaires are extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is simply processable" (Dornyei, 2003, p.1). Therefore, this data collection tool would enable the participants to express their views towards academic writing and plagiarism from their own perspective with their own words.

3.2.2. The Population and Sample

This study was conducted with Master I students at Biskra University. Because of the Coronavirus (Covid-19) pandemic, distributing the questionnaire to the participants was not an easy task. Consequently, an online questionnaire was shared in a Facebook group (UMKB Master One students) to answer it. Twenty (20) students from the English Department at Biskra University answered the questionnaire. This sample was selected based on the fact that at this level "Master I" students start studying the academic writing course at Biskra

University; i.e. they have an acceptable level of knowledge about academic writing, its basics, and academic dishonesty.

3.2.3. Description of the Questionnaire

This questionnaire was designed to obtain the necessary data about the discussed subject. As it is mentioned before, the questionnaire was shared in a Facebook group because of the hard-actual situation (Covid-19). It was composed of both close-ended questions and open-ended questions, and it consists of 21 questions. Along with the questionnaire's design, it is divided into five sections. These were; General Information, Academic Writing, Plagiarism, Strategies to Avoid Plagiarism, Plagiarism Consequences.

Section one: General Information (from item 01 to item 05)

This section contains 05 close-ended questions. It sought to know the participants' view toward writing in English language. This section intended to collect valuable data about the participants' personal views towards writing.

Section two: Academic writing (from item 06 to item 08)

This section includes 03 questions ranging from open-ended to close-ended questions. This section is designed to show if the students can distinguish between academic and non-academic writing. Moreover, it shows if they are aware of the different writing approaches.

Section three: Plagiarism (from item 09 to item 13)

This section consists of 05 questions which are designed to investigate students' awareness about plagiarism in academia. Also, this section is about to know if learners are use to plagiarize in their assignments.

Section four: Strategies to avoid plagiarism (from 14 to item 20)

This section contains 07 questions that are a combination between open-ended and close-ended questions. It sought to examine the participants' awareness about the different strategies to avoid plagiarism such as referencing, paraphrasing, and summarizing.

Section Five: Plagiarism consequences (includes 01 item)

This section includes only one question. It attempted to know the students' perception about the consequences of plagiarism during writing based on their views.

3.2.4. Analysis of the Students' Questionnaire

Concerning the questions, the respondents were asked to answer the questions by ticking the right answer for the close-ended questions, and giving a descriptive discussion for the open-ended questions. To obtain the exact statistical analysis of the quantitative data, the researcher used The Google drive form (online questionnaire).

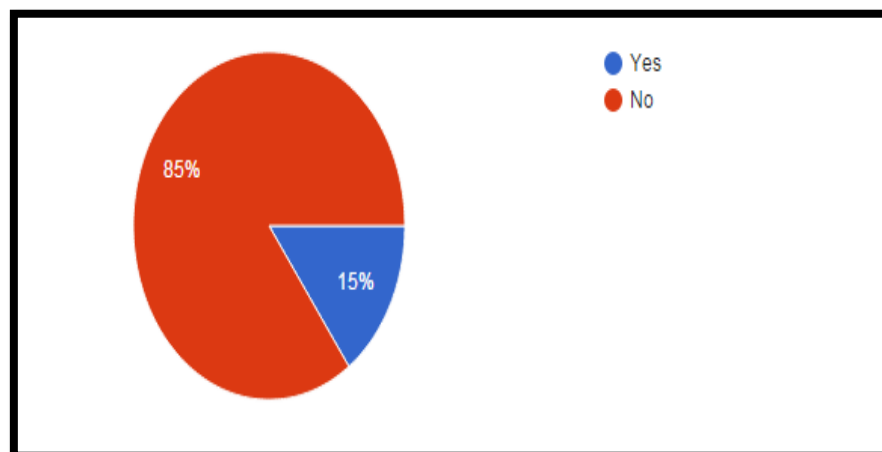
3.2.4.1. Section One: General Information**Q01. Was your choice of studying the English Language an obligation?**

Figure 3.1: Students' Choice

This question seeks to know if the choice of studying the English language may affect their performances in writing. Figure (3.1) shows that out of 20 students, 17 (85%) their choice of studying the English language was not an obligation and 3 (15%) their choice of studying the English language was an obligation. We found that the majority of student's choice to study the English language was not an obligation.

Q2. As an EFL learner, do you think that writing in the English Language is easy or difficult?

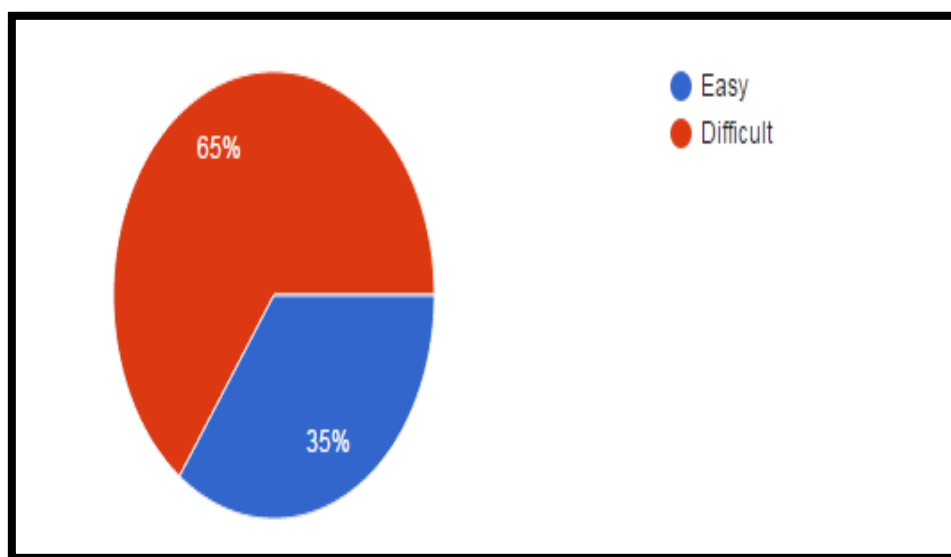
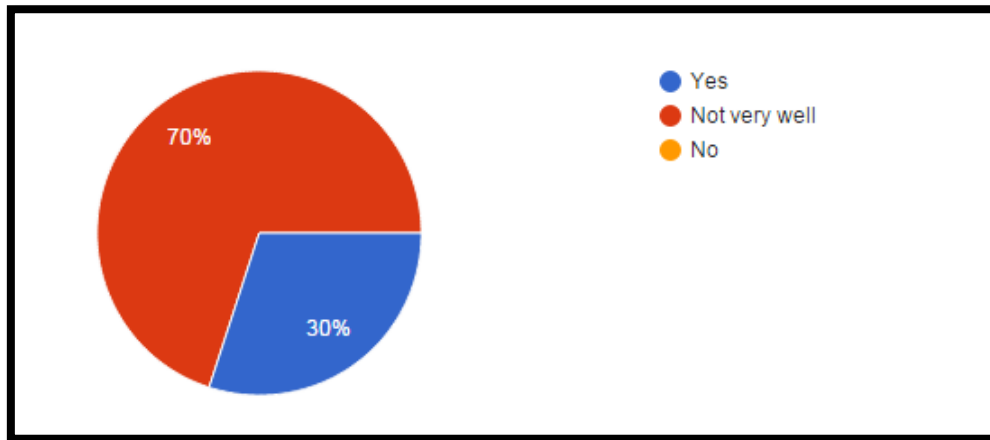
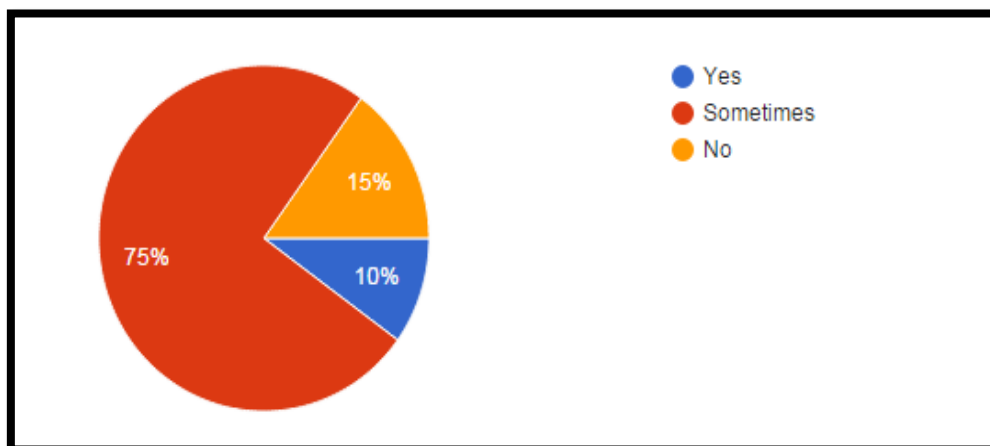


Figure 3.2: Level of Difficulty

Seven (35%) of respondents they think that writing in English language is easy, whereas 13 (65%) think that it is difficult. It is noticeable that the majority think that writing in English language is a difficult task for them.

Q3. Do you enjoy writing?**Figure 3.3:** Enjoying Writing

The figure (3.3) demonstrates that 06 participants (30 %) enjoy writing, 14 participants (70%) do not enjoy writing very well, and no one of the students choose the last choice “no”. As it is shown in the chart, the majority of students do not enjoy writing. This may be related to the difficulties they face during writing.

Q4. Do you usually ask for help if you are having difficulty in writing an assignment?**Figure 3.4:** Asking for Help in Writing

This question attempts to know if the students ask for help while writing. Out of 20 students 2 (10%) declare that they ask for a help, 15 (75%) answer sometimes, and 3 (15%) answer no. As the results show, the majority of participants usually ask for help during writing. This result could be related to Q2 in which the majority of participants find that writing in English language is difficult. Therefore, they asking for help when writing academically.

Q5. Is your written production enough clear to readers on the first reading?

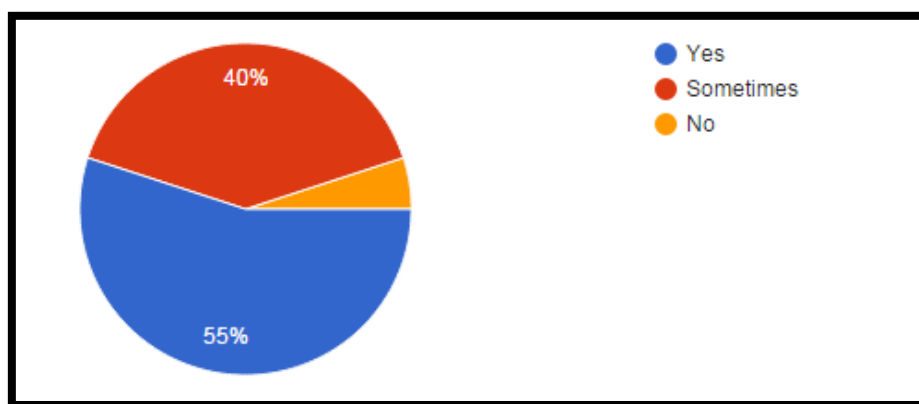


Figure 3.5: Students' Written Assignments Clearness

Most of participants 11 (55%) say that their written productions are enough clear to readers on the first reading. 8 participants (40%) say sometimes, and the rest 01 (5%) answer that their written assignments are not enough clear to readers on the first reading. Even though the majority answers "yes", but still the percentage of participants that answer "sometimes" is not small just as the percentage of the participants that answer "no". This result reflects the level of students in writing.

3.2.4.2. Section Two: Academic Writing

Q6. In your opinion, what is the difference between academic writing and non academic writing?

This question aims to know whether students' are aware of the difference between about academic writing and non academic writing. In the first hand, the majority of participants described academic writing as a formal and direct writing. They add, it is used more in academic institutions such as schools and universities. Moreover, to write academically you must follow certain rules, use punctuation, and a specific type of vocabulary. In the second hand, the majority of participants referred to non-academic writing by non-formal writing. In addition, non-academic writing is free writing and it has no grammatical limits.

Others add non academic writing is used often for pleasure and not for academic purposes. Also, they mentioned that non-academic writing pays attention neither to the punctuation nor to the choice of vocabulary. According to students' answers, it is tangible that they are aware of what academic and non-academic writing is, and what the difference between them is.

Q7. Do you know any writing approaches?

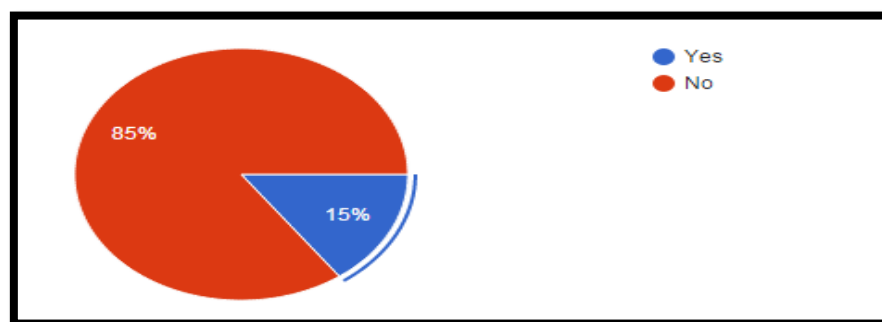


Figure 3.6: Students' Awareness about Writing Approaches

A majority of respondents 17 (85%) answered no, while 03 (15%) only answered yes. This indicates that the majority of learners are not aware of the different writing approaches.

Q08.If yes, please mention some of them

As the previous question showed that the majority of the students are not aware of the writing approaches. The 03 participants that affirmed that they know some of the writing approaches their answers were as follow, the free writing approach, the communicative approach, the genre approach, the grammar approach, the product approach, and the process approach.

3.2.4.3. Section Three: Plagiarism

Q9. Do you know what does plagiarism mean?

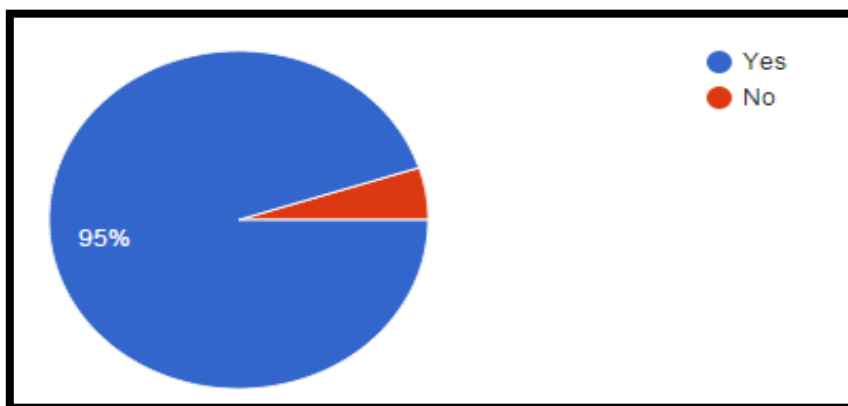


Figure 3.7: Plagiarism Awareness

This question aims to know if the students are conscious of plagiarism. The vast majority 19 students (95%) opted for yes, and only one student answered no.

Q10. If yes, please describe it briefly

Based on the students' answers plagiarism is copying others' works, information, and ideas without mentioning their names. They add that plagiarism is to steal or take pieces of information, interpretations, quotes, expressions, and use them without mentioning the source

or the author. The answers reveal that the majority of the participants can provide a direct and precise definition of plagiarism.

Q11. Do you think that it is ethical to copy-and-paste a sentence written by someone else and simply add quotation marks around it?

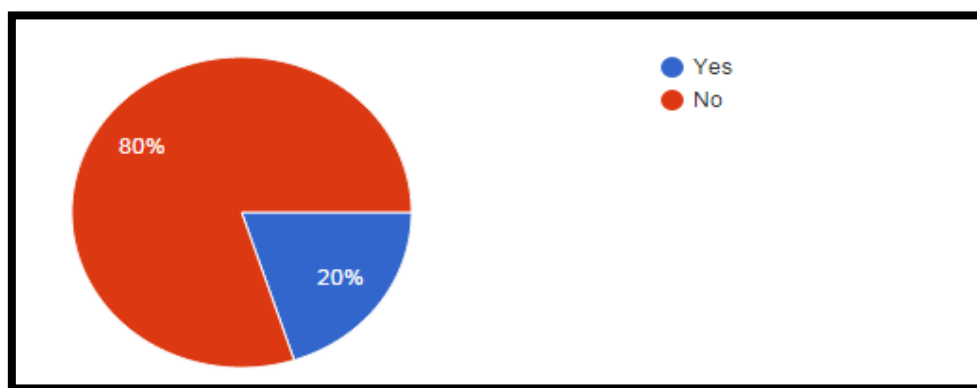


Figure 3.8: Students' Opinion about Copy-and-Paste Others' sentences without Quotation Marks

Out of 20, 16 participants (80 %) reported their highly awareness toward plagiarizing while writing, i.e. copy-and-paste a sentence written by someone else and simply add quotation marks around it. However, a minority (20 %) reported the opposite.

Q12. Did you plagiarize in you writing at least one time?

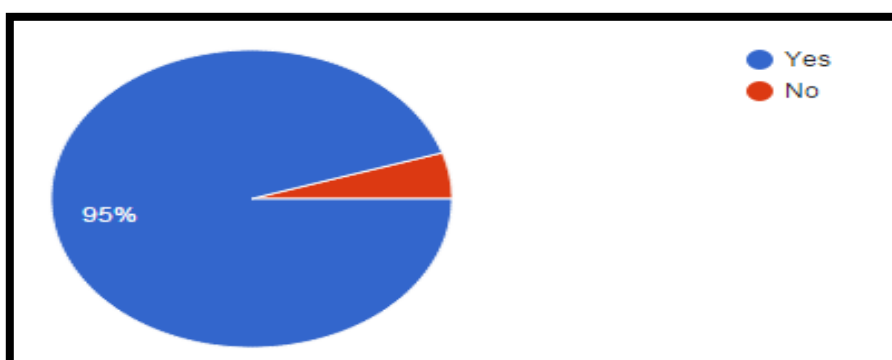


Figure 3.9: Plagiarizing in Students' Writings

As figure (3.9) portrayed, most of the participants 19, i.e., (95%) plagiarize when writing while only one participant (05%) does not plagiarize. Even though the vast majority are aware of plagiarism as (Q9) shows, but they still plagiarize in their writings.

Q13. If yes, where it was?

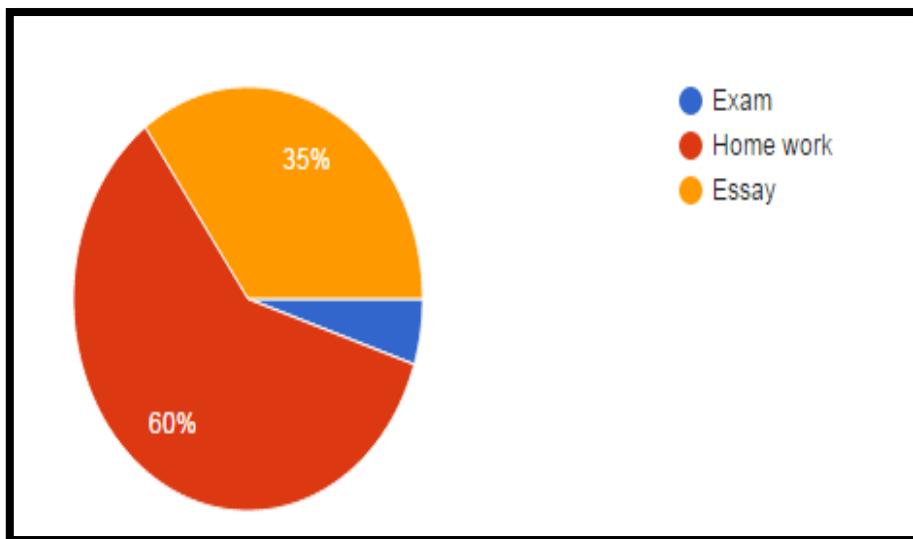


Figure 3.10: Students' Plagiarism

As it is illustrated by the figure above 12 participants (60%) plagiarize in home work, 7 participants (35%) plagiarize when writing essays, and only one participant (05%) plagiarize in exams. As the results indicate, the majority of learners plagiarize in homework. Plagiarizing in homework could be related to the easy access to the different web sites that help student get the information easily, or because they have more time to do homework rather than when taking an exam. The continuation of plagiarizing in homework could be related to teachers' tolerance.

3.2.4.3. Section Four: Strategies to Avoid Plagiarism

Q14. Do you know what does referencing mean?

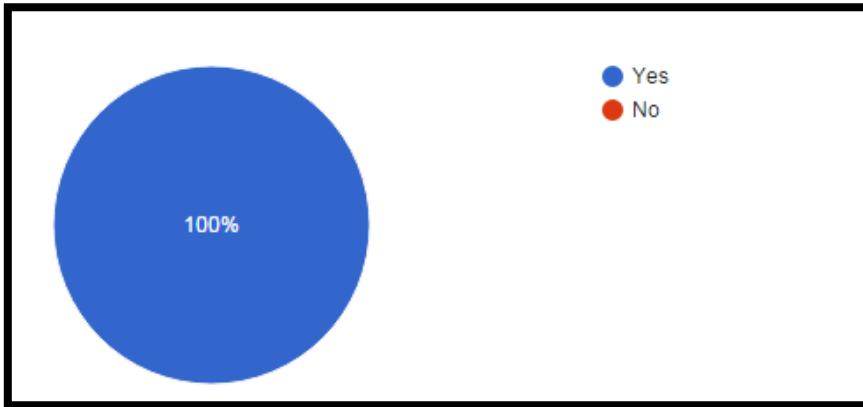


Figure 3.111: Referencing Awareness

As figure (3.11) shows, all the participants (100%) confessed that they know what does referencing mean.

Q15.If yes, please describe it briefly

The participants refer to referencing by acknowledging the original source. They added, referencing is to mention the source from where the information has been extracted. Others define referencing by citing or referencing to the source of the used information.

Q16.Do you usually reference the original source?

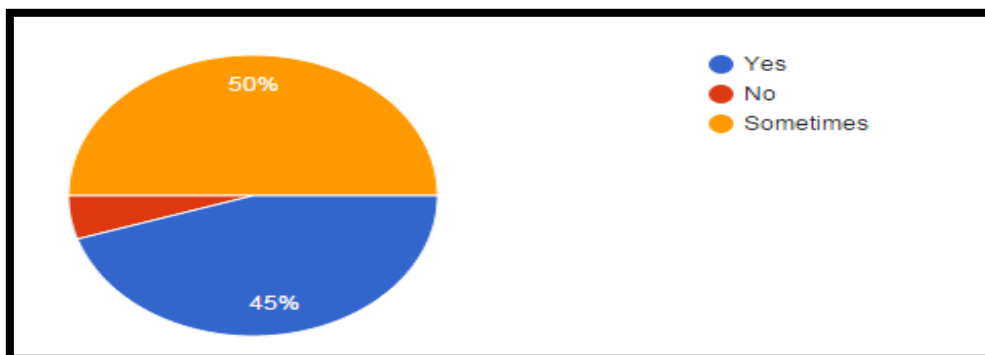


Figure 3.12: Referencing the Original Source

As the results indicates, 09 respondents (45%) showed that they reference the original source, 10 participants (50%) respondents answered that they “sometimes” reference the original source, while only one participant claimed that he does not refer to the original source. Even though the participants are aware of referencing, but as it is noticed the majority does not acknowledge the original source.

Q17.Do you know what does paraphrasing mean?

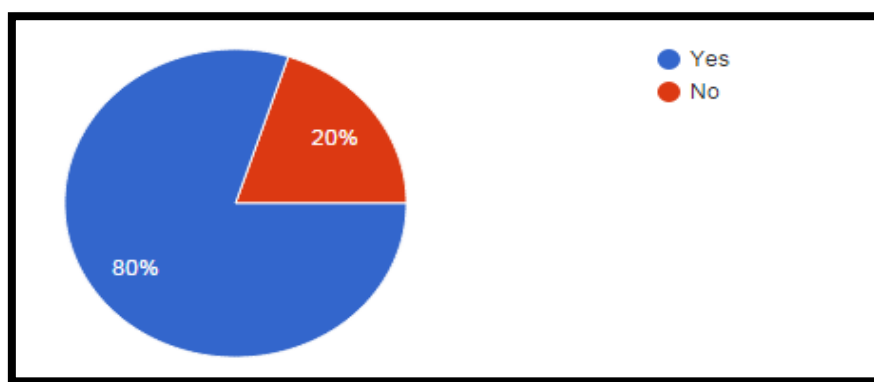


Figure 3.13: Paraphrasing Awareness

Out of 20 participants, 16 students (80%) opted for yes, and 4 students (20%) opted for no. The results of this question prove that the majority are aware of paraphrasing.

Q18.If yes, please describe it briefly

Concerning paraphrasing, 16 participants said that it is expressing others' ideas by rewriting them using your own words. Also, it is a kind of interpreting someone's ideas in different terminology by keeping the basic idea. Moreover, it is the use different words, expressions and structures to restate information, or ideas presented by someone else with saving the main idea. These results reveal that the majority of students describe paraphrasing appropriately.

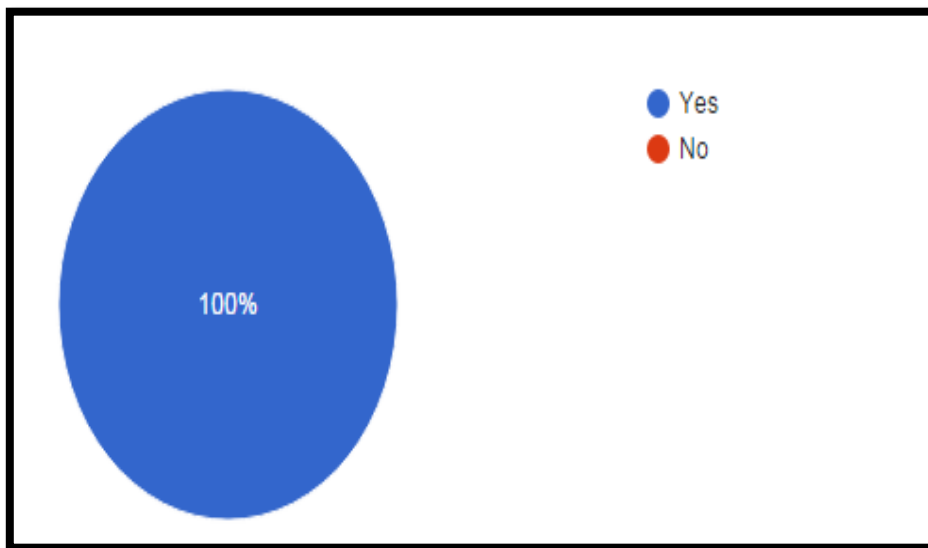
Q19. Do you know what does summarizing mean?

Figure 3.14: Summarizing Awareness

As it is shown by the figure (3.14), all the respondents (100%) asserted that they know what does summarizing mean.

Q20. If yes, please describe it briefly

According to students' answers, summarizing is to shorten a given piece of writing while attempting to preserve the important parts of the latter. Furthermore, summarizing is restating other person's ideas briefly with keeping the same meaning. Others refer to summarizing by minimizing and reformulating the main idea using your own words in a brief form. Besides, other participants define summarizing by rewriting the most important ideas about a given topic in short and clear form. From the given answers, we can conclude that the students are conscious of summarizing and its basics.

3.2.4.5. Section Five: Plagiarism Consequences

Q21.What do you think the consequences of plagiarism could be?

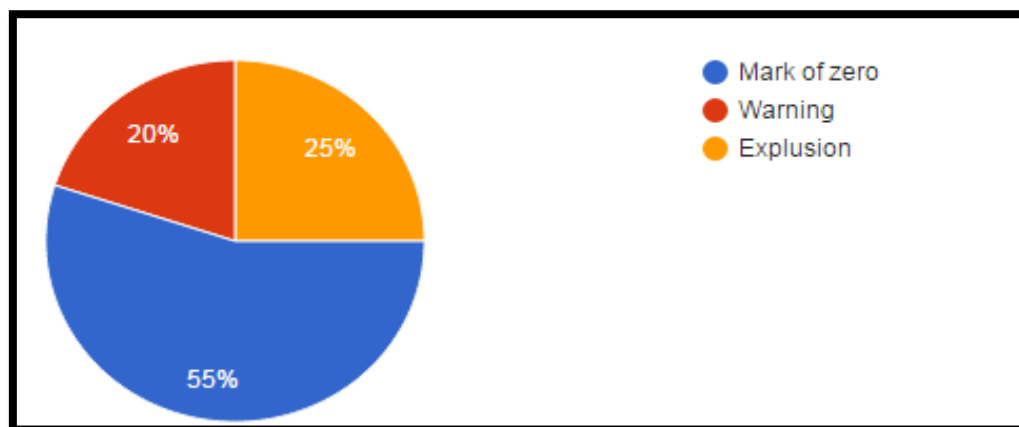


Figure 3.15: Students' Opinion about Plagiarism Consequences

This question aimed to know the student's view about the consequences of plagiarism. 11 respondents (55%) think that the consequence of plagiarism is a mark of zero, others 4 respondents (20%) say that warning is the consequence, while the rest 5 respondents (25%) believe that the consequence of plagiarism is expulsion.

3.3. Teachers' Interview

The purpose behind the teachers' interview is to collect teacher's different views about students' level in writing. This interview aimed to discuss student's level in academic writing, the difficulties they face during writing, in addition to discuss the problem of plagiarism from teachers' perspective.

3.3.1 The Sample

The interview was held with five (05) teachers who teach Academic Writing at Biskra University. The selection of the sample was based mainly on teachers that are experts in the domain of teaching, and can provide us with valued feedback about learners' performance.

3.3.2. Description of the Interview

The teachers' interview was conducted with academic writing teachers at Biskra University. It intended to discuss 1st year Master students' academic writing, the difficulties they face during writing, in addition to discuss the problem of plagiarism.

The interview is composed of (09) items. First, (Q01) aimed to know how long they have been teaching academic writing. Next, (Q02) seek to know how they evaluate the students' level in writing. Third, (Q.03) sought to investigate if EFL learners can make the difference between academic and nonacademic writing. Then, (Q04) was devoted to know what are the different approaches used by EFL teachers in teaching. Moreover, (Q05) aimed to know the most common writing difficulties that may face students. Furthermore, (Q06) was stated to show how teachers detect plagiarism in students' writing; (Q07) provides the causes of plagiarism according to teachers. (Q08) collects teachers' views of the consequences of plagiarism. Finally, (Q09) was devoted to teachers' opinions about reducing plagiarism.

3.3.3. Analysis of the Results**Q1. How long have you been teaching academic writing?**

The question intends to know how long their career in teaching academic writing is.

Interviewee A: "08 years."

Interviewee B: "15 years."

Interviewee C: "02 years."

Interviewee D: "07 years."

Interviewee E: "03 years."

Interviewee F: "10 years."

As it is shown, teachers' answers are ranging from 02 to 15 years of teaching academic writing. Their experience will help us to discuss the results later on.

Q2. How do you evaluate your students' writing level?

The question was asked to know the evaluation of students' level in writing according to teachers. The majority of the interviewees agree on one common answer which is "average", and a minority believes that students' level is poor and less than the average. This could be according to the teaching method of this module, or according to students' interaction with the module.

Q3. Do you think EFL students can make the difference between academic and nonacademic writing?

The question aimed at exploring whether EFL students are aware of the difference between academic and nonacademic writing.

Interviewee A: "some of them get confused between the two types. Yet, others have good knowledge of the two types."

Interviewee B: "no."

Interviewee C: "not all of them."

Interviewee D: "to a certain extent but they ignore many aspects."

Interviewee E: "most of them."

Interviewee F: "may be yes."

Most of the answers were "yes" or "not all of them", except one teacher who asserted that they cannot make the difference between academic and non-academic writing.

Q4. When teaching writing, what is the approach you use?

Teachers were asked about the writing approach they use when teaching. Two teachers opt for product and process approach while 2 teachers choose eclectic approach, however; only

one teacher chooses the process approach, and another one opts for the process genre approach. Out of 06 teachers, (02) teachers agree on both product and process approach, (02) teachers agree on eclectic approach, while the rest (02) teachers have chosen process approach.

Q5. What are the most common writing difficulties your students come across?

The teachers were asked to identify the most common writing difficulties that may face learners while writing. Three teachers see that lack of grammar and vocabulary are the common difficulties, 2 teachers agree on writing mechanics and spelling, and the rest opt for organizing ideas, coherence and cohesion. It is remarkable that teachers' answers concerning learners' difficulties are all about basics of writing. Therefore, teachers must focus more on teaching the basics of this module.

Q6. How often do you detect plagiarism in students' writing?

The question aims at knowing how teachers are able to detect plagiarism in students' writings.

Interviewee A: "I sometimes detect it especially if the assignment is going to be evaluated."

Interviewee B: "usually."

Interviewee C: "sometimes."

Interviewee D: "often."

Interviewee E: "most of the time."

Interviewee F: "often."

The vast majority of teachers declared that they detect plagiarism most of the time whereas the interviewee (A) and (C) said that they sometimes detect plagiarism.

Q7. In your opinion, what are the causes of plagiarism?

This question points out the causes of plagiarism based on teachers' opinions.

Interviewee A: "lack of competence and poor writing skills".

Interviewee B: "poor level".

Interviewee C: "poor level".

Interviewee D: "laziness, lack of self-confidence, ignoring that they commit plagiarism".

Interviewee E: "lack of reading and time constraints".

Interviewee F: "laziness, sometimes students do not know how to use source materials in a composition".

As it can be noticed, Interviewees (B) and (C) agree on poor level as the main cause of committing plagiarism. Interviewees (D) and (F) share the same point of view which is laziness. Interviewee (A) sees that lack of competence and poor writing skills is also a cause of plagiarism. Lack of self-confidence, ignorance of committing plagiarism, lack of reading and time constraints, and the inappropriate use of source materials in a composition are also plagiarism causes according to the teachers.

Q8. According to you, if a student plagiarizes during writing, what would be the consequences?

In addition to plagiarism causes, it is important to know what plagiarism consequences on the learner and on the work are.

Interviewee A: "developing a habit of claiming the ownership of a product that is not his own. Frequent plagiarism leads to lack of confidence and poor learning skills".

Interviewee B: "dangerous. It is unethical".

Interviewee C: "remain thief all his life".

Interviewee D: “s/he might be punished or expelled.S/he loses self-respect. S/he loses the respect of the academiccommunity”.

Interviewee E:“rejection of the work”.

Interviewee F: “a non-authentic work and he will not develop his skills or knowledge”.

As it is illustrated by teachers’ answers, the consequences of plagiarism are ranging from a loss of self-confidence and respect to rejection of the work and poor learning skills.

Q9. In your opinion, how can teachers reduce this academic dishonesty?

To know how plagiarism could be reduced, the teachers were asked to propose some solutions to reduce this academic dishonesty based on their opinions.

Interviewee A: “make students aware that this behavior leads them to failure not only in their study but also in their lives.”

Interviewee B: “be rigorous. Do not tolerate.”

Interviewee C: “by sensitizing them about the dangerous consequences of this offence, teaching them how to use concrete support (quoting, summarizing, and paraphrasing) in the most effective ways far from any suspicions of stealing.”

Interviewee D: “by making them aware of its consequences.”

Interviewee E: “teach students how to avoid plagiarism, sensitizing them on this crime, ask them to send electronic copies of their work to be checked and corrected.”

Interviewee F: “teaching the fundamentals of writing, quoting, paraphrasing and citing and evoking awareness against this bad act.”

Most of teachers share the same idea that is sensitizing the learners about this phenomenon, and make them aware of its consequences, and the most important is to do not tolerate and to be rigorous with such behavior.

3.4. Discussion of the Results

To review, the purpose of the present study was to investigate the impact of plagiarism on EFL learners' academic writing. The study has highlighted interesting outcomes on how to avoid plagiarism as an important way to improve 1st year Master students' academic writing at Biskra University. The findings of this research have been drawn from the analysis of two data gathering tools that are a questionnaire for 1st year Master learners and an interview for academic writing teachers at Biskra University. The current study revealed interesting insights about EFL learners' level in academic writing, in addition to discuss the problem of plagiarism in their writings.

First, the findings revealed that the learners have chosen the English language voluntarily, and this can be proved by their answers concerning their views on writing. Their knowledge about academic writing and its basics such as summarizing or paraphrasing also reflect their awareness about the English language in general and academic writing specifically. Besides, they are not only aware of academic writing and its basics, but also they are aware of plagiarism and its consequences.

Second, in contradiction with these findings, the results showed that even though learners believe that plagiarism is an unethical act, and they show a significant level of awareness about academic writing and plagiarism, but a great percentage of students confirmed that they often commit plagiarism in their writing achievements. It is clear that many students plagiarize intentionally because of "collaborative team work in producing an assignment,

misunderstanding of rules, and not being aware of what plagiarism entails.” (as cited in Šprajc, Urh, Jerebic, Trivan and Jereb,2017, p .34). However, back to students’ answers, the majority asserted that they plagiarize in homework rather than in exams and essays which means that they commit plagiarism on purpose, because of easy access to internet in which they find cooked solutions, or it can be related to teachers’ tolerance.

Third, the teachers’ interview provided us with comments and feedbacks toward 1st year Master students at Biskra University. Differently to what students said, the teachers asserted that learners have a poor level in writing according to their experience in the domain of teaching. They added that the majority of them do not make the difference between academic and non academic writing; and this may be a major reason of their poor level. Additionally, they identified a number of EFL learners’ difficulties during writing; these difficulties also shaded the light on students’ performance in writing. The teachers’ opinions towards EFL learners’ performance correspondent with what Raimes (1983) said “Writing is a difficult task, because it is a mix of many aspects of language, such as punctuation, spelling, vocabulary, grammar and syntax.” (Raimes as cited in Ben Aissa, 2018.p .13).

Moreover, the study also shows the risk of plagiarism on academia based on Biskra University educators’ views. The majority of academic writing teachers at Biskra University see that plagiarism outcomes are ranging from soft consequences to rejecting the work. On the other hand, teachers’ interview put a finger on how this academic dishonesty can be reduced. The majority of their views were about sensitizing learners about this misbehavior at the first place, but also being rigorous and do not tolerate in order to counter this academic pandemic.

To conclude this discussion, findings of this study showed 1st year Master learners’ awareness about academic writing and plagiarism. In addition, the results demonstrated that theoretically learners are aware of academic writing, non-academic writing, and plagiarism,

but practically they neither can make the difference between them nor stop this academic dishonesty.

Conclusion

This chapter showed the analysis of the gathered data. The data was collected by means of students' questionnaire and teachers' interview to obtain data from different perspectives. The results of students' questionnaire were appropriately analyzed and illustrated descriptively in form of figures. Furthermore, the results of teachers' interview were carefully analyzed and described in order to provide a clear idea about the data. Finally, this chapter ended up with an in-depth discussion of the findings in order to test the research hypothesis and answer the research questions.

General Conclusion

The writing skill has been always considered as the most difficult and complex skill especially for EFL learners. This study was mainly based on EFL learners' level in academic writing. Accordingly, as it has been explained before, the present study attempted to investigate the impact of plagiarism on EFL learners' academic writing. Moreover, it aimed to provide different solutions to avoid plagiarism, and improve their academic writing.

The current study includes three chapters. The first chapter provided an in-depth explanation of academic writing, its definition, process, and the difference between academic writing and general writing. Furthermore, in order to improve their writing, this chapter highlighted the major difficulties that may face EFL learners while writing. Meanwhile, the second chapter discussed the issue of plagiarism in academic writing. In addition, it contains plagiarism definition, its causes, effects, and its forms. Moreover, it shaded light on the penalties of plagiarism in academic institutions. Also, this chapter contains different strategies to avoid plagiarism in writing which are citing, paraphrasing, and summarizing. The last chapter is the field work, which presented the analysis and the interpretation of the collected data. Furthermore, in order to test the degree of truthfulness of the hypothesis, a qualitative approach was adopted to achieve the intended purpose. The research overall method consisted of teachers' interview and students' questionnaire in order to gain their perceptions.

The obtained findings are based on teachers' interview, which detected 1st year Master students awareness of academic writing. Also, the teachers' interview provided that the students commit plagiarism in their writings because of several reasons. Besides, they suggested some solutions to reduce this academic dishonesty. On the other hand, students' questionnaire showed that Master I students theoretically can make the difference between

academic writing and nonacademic writing, but practically they do not. In addition, even though the majority of them are aware of both plagiarism and the different strategies to avoid it, but they still committing plagiarism in their writing achievements.

Pedagogical Recommendations and Suggestions

Nowadays, plagiarism is a rising issue in schools and universities. Besides those who commit plagiarism intentionally, many students plagiarize in their writing assignments accidentally. The vast majority of learners start their studies without knowledge about what academic dishonesty or properties rights means. Thus, it is necessary to raise the attention of learners and make them aware of this academic misbehavior. As such, the present study suggests the following recommendations for learners and teachers.

These are as follows:

For Teachers:

- Teachers are recommended to focus more in EFL learners' academic writing difficulties.
- Inform learners more about plagiarism.
- Inform learners about plagiarism's consequences and penalties.
- Teach them the different strategies to avoid plagiarism (citing, paraphrasing, and summarizing).

For Learners:

- Learners are required to devote more time to practice academic writing.
- Learners must be aware of academic writing basics.
- While writing, learners should always acknowledge the original source
- Keep notes and drafts of the resources used in your work.
- Learners must be mindful of plagiarism and its types, forms, and penalties.

- Learners are recommended to enrich their knowledge about the different strategies and techniques to avoid plagiarism.

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Appendices

Appendix A: Students' Questionnaire

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Division

Students' Questionnaire

Dear colleagues,

I am a second-year master student. I am preparing a dissertation about "Improving EFL Learners Academic Writing by Avoiding Plagiarism". Therefore, you are kindly requested to answer this questionnaire, which is a tool to collect data for the accomplishment of my research work. Your contribution will be of great importance for the success of this study. Your answers will be anonymous and will be used only for research purposes.

Part One: General Information

Q1. Was your choice of studying the English Language an obligation?

- Yes**
- No**

Q2. As an EFL learner, do you think that writing in the English Language is

- Easy**
- Difficult**

Q3. Do you enjoy writing? *

- Yes**
- Not very well**
- No**

Q4. Do you usually ask for help if you are having difficulty in writing an assignment?

- Yes**
- Sometimes**
- No**

Q5. Are your written assignment enough clear to readers on the first reading?

- Yes**
- Sometime**
- No**

Part Two: Academic Writing

Q7. In your opinion, what is the difference between academic writing and non academic writing?

.....

.....

Q8. Do you know any writing approaches?

- Yes**
- No**

Q9. If yes, please mention some of them

.....

.....

Part Three: Plagiarism

Q10. Do you know what does plagiarism mean?

- Yes**
- No**

Q11. If yes, please describe it briefly

.....

.....

Q12. Do you think that it is ethical to copy-and-paste a sentence written by someone else and simply add quotation marks around it?

- Yes**
- No**

Q16. Did you plagiarize in you writing at least one time?

- Yes**
- No**

Q13. If yes, where it was?

- Exam**
- Homework**
- Essay**

Part Four: Strategies to Avoid Plagiarism

Q14. Do you know what does referencing mean?

- Yes**
- No**

Q15. If yes, please describe it briefly

.....
.....

Q16. Do you usually reference the original source?

Yes

No

Sometimes

Q17. Do you know what does paraphrasing mean?

Yes

No

Q18. If yes, please describe it briefly

.....
.....

Q19. Do you know what does summarizing mean?

Yes

No

Q20. If yes, please describe it briefly

.....
.....

Part Five: Plagiarism Consequences

Q21. What do you think the consequences of plagiarism could be?

- Mark of zero**
- Warning**
- Expulsion**

Thank you for your Cooperation

Appendix B: Teachers' Interview

Mohamed Khider University of Biskra

Faculty of Letters and Languages

English Division

Teachers' Interview

Dear Teacher,

I am a second-year master student. I am preparing a dissertation about "Improving EFL Learners Academic Writing by Avoiding Plagiarism". Therefore, you are kindly requested to answer this questionnaire, which is a tool to collect data for the accomplishment of my research work. Your contribution will be of great importance for the success of this study. Your answers will be anonymous and will be used only for research purposes.

Q1. How long have you been teaching academic writing?

.....
.....

Q2. How do you evaluate your students' writing level?

.....
.....

Q3. Do you think EFL students can make the difference between academic and nonacademic writing?

.....
.....

Q4. When teaching writing, what is the approach you use? And why?

.....

Q5. What are the most common writing difficulties your students come across?

.....
.....

Q6. How often do you detect plagiarism in students' writing?

.....
.....

Q7. In your opinion, what are the causes of plagiarism?

.....
.....

Q8. According to you, if a student plagiarizes during writing, what would be the consequences?

.....
.....

Q9. In your opinion, how can teachers reduce this academic dishonesty?

.....
.....

الملخص

يتطلب إتقان لغة معينة الكفاءة من جميع جوانبها. الكتابة هي المهارة اللغوية الرابعة التي قد يكتسبها المتعلمون بالإضافة إلى الاستماع والتكلم والقراءة عند تعلم لغة جديدة. تواجه الغالبية العظمى من متعلمي اللغة الإنجليزية كلغة أجنبية صعوبات في الكتابة الأكاديمية أدت بهم إلى عدم الأمانة الأكاديمية في شكل انتحال. لذلك، ناقشت الآداب المختلفة والعديد من الدراسات موضوع الانتحال في الكتابة الأكاديمية. وبناءً على ذلك، تهدف هذه الدراسة إلى معرفة تأثير الانتحال على الكتابة الأكاديمية. علاوة على ذلك، فإنه يسلط الضوء على الأسباب الرئيسية والآثار والعقوبات. وايضا، يسعى إلى اقتراح استراتيجيات وتقنيات لتجنب الانتحال في الكتابة الأكاديمية. تستند هذه الدراسة إلى فرضية رئيسية مفادها أن السرقة الأدبية لها تأثير على كفاءة الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية. يهدف التطبيق إلى التحقق من كفاءة الأداء الكتابي لعينة من طلاب السنة الأولى ماستر. من الناحية المنهجية، تم استخدام أداتين لجمع البيانات لاستكشاف آراء كل من المتعلمين والمعلمين تجاه الكتابة الأكاديمية وتطبيق استراتيجيات مختلفة لتجنب الانتحال في الكتابة الأكاديمية. كانت هذه الأدوات عبارة عن استبيان للطلاب ومقابلة للأساتذة. بعد تحليل وتفسير البيانات التي تم جمعها، تظهر النتائج كفاءة الكتابة الأكاديمية لطلاب السنة الأولى ماستر. كما أكدت النتائج تطبيق الانتحال في الكتابات الأكاديمية لطلاب السنة الأولى ماستر. علاوة على ذلك، قدمت النتائج بعض الأدلة التي تدعم فرضيتنا؛ تأثير السرقة الأدبية في الكتابة الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية. وأخيراً، قدمت هذه الدراسة ببعض الاقتراحات للمعلمين والمتعلمين لمساعدتهم على تجنب هذا السلوك الأكاديمي السيئ في الكتابة الأكاديمية.