

# Plagiarism and Patchwriting Detection in EFL Students' Graduation Research Writing

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## Abstract

This study aims at detecting plagiarism and patchwriting in Iraqi EFL students' graduation research papers. To accomplish this aim, five graduation research papers were analyzed. Findings indicate that Iraqi EFL students when writing from sources commit extensive copying from the source (plagiarism) or stitching sentences together to form a paragraph (patchwriting). So instead of writing about the source they find themselves coping from it. The researchers find that this misuse of sources is due to many reasons that were revealed in a questionnaire conducted throughout the study on 20 Iraqi fourth stage University students, exploring why they commit direct coping from their sources. Figures indicate evidently that (60%) of the students expressed their lack of knowledge in the possible techniques that could be used when writing from sources like summarizing and paraphrasing. This lack of knowledge plays an essential role in the difficulty students face in their research writing process. To avoid plagiarism and patchwriting, further research is most definitely urgent so that the Iraqi students might be more aware of their misuses of sources and of the misconducting techniques they employ in writing their graduation research papers.

**Keywords:** Plagiarism, Patchwriting, Writing from sources, Paraphrasing, Summarizing.

## 1. Introduction

There is no doubt that writing a research paper is a challenging task to do, especially when this means writing it in a foreign language. Though EFL students in English departments throughout Iraqi Universities study *methods of research*, which is mostly concerned with the general layout of the paper, most of them don't know about the useful techniques that could be used when writing from sources. To be able to write from a source demands knowledge of *how to write about it not from it*. This can only be done if students try to reach an overall understanding of their sources and avoid making opportunistic stitching of plagiarized sentences. They hardly reveal any signs of highly recommended techniques in academic writing like *summarizing* and *paraphrasing*.

Current studies concerning the area of academic writing all agree upon the fact that most university students when writing from sources use a number of techniques like: *summarizing*, *paraphrasing*, *patchwriting* (deleting some words, changing grammatical structure and giving synonymies when copying from sources) and *plagiarism* (copying directly from the source) (see Pecorari 2008, Howard et al 2012, Hussein 2014). Although *paraphrasing* and *summarizing* are intensively promoted techniques in composition textbooks taught at the university level in Iraq, it is hypothesized that most students lack the sufficient knowledge of utilizing such techniques appropriately when writing from sources. This lack of knowledge plays a key factor in the difficulty students face in their research writing process. It is also hypothesized that most Iraqi EFL students don't know what is meant by *patchwriting* and *plagiarism* a matter that leads them to make heavy use of these two techniques regardless of their status as academic writing misconducts.

Putting these two hypotheses in mind, this study aims at:

1. detecting EFL students' use of plagiarism and patchwriting in writing their graduation research papers.
2. identifying the factors that make students plagiarize and patchwrite, and whether they know what these two techniques really mean, through a questionnaire conducted by the researchers to 20 fourth year Iraqi EFL students after handing out their graduation research papers.

The reasons behind choosing fourth year Iraqi EFL university students as participants in the study are three: first, Iraqi students in English departments are non-native speakers of English who have been studying English for approximately four years, this means they should have gained, by now, some knowledge in English writing skills and it is time to put what they have learnt into action. Secondly, being in the last stage of their study, fourth year Iraqi EFL students are required to write a graduation research paper as a partial fulfillment for the requirements of a B.A degree in English language teaching. So they are supposed to be rather competent in using academic sources in order to accomplish their research writing task. Finally, many studies dealing with academic writing have mainly concentrated on plagiarism and source use in postgraduate research writing, especially M.A thesis and PH.D dissertations, giving no attention whatsoever to EFL undergraduate research papers.

## 2. Review of Literature

### 2.1. *The concept of plagiarism:*

Though much has been written on plagiarism as a controversial phenomenon, no general agreement about the conceptual status of plagiarism has yet achieved. Recently the importance of plagiarism detection in academic writing has increased in all universities around the world. According to Gibaldi (2003:12) plagiarism is defined as:

**Using other persons' ideas or expressions in your own writing without acknowledging the source .....Plagiarism refers to a form of intellectual theft, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone and to do so is a violation of professional ethics.**

Howard (1995:88) argues that plagiarism is an ancient concept which goes back to the Latin word "plagiarism" which means "kidnapper to indicate not only theft of work but also slaves". Howard (ibid) also points out that we are in a "plagiarism epidemic" that could be ascribed to the unprecedented availability of textual materials on the world wide web making plagiarism even easier than ever. Students can simply copy and paste text just with a few mouse clicks.

A recent survey conducted by the center of Academic Integrity indicates that internet plagiarism has increased to 40% among college students who blame the culture of internet as being the main part of the problem. The issue of plagiarism is seriously dealt with in all universities around the world. Most universities have their own policies concerning the definition of plagiarism and the allowed amount accepted of it, except in Iraqi universities. In his study on authorship attribution and plagiarism detection Hussein (2014: ?) states that although plagiarism is mentioned in the Iraqi Civil Law item number (40) for 1951, (see [www.iraqilawconsultant.com](http://www.iraqilawconsultant.com)), it is still "inactive and not taken seriously and no case of plagiarism was registered in the history of Iraqi courts not to mention the history of the Iraqi university" (ibid: ?). He (ibid: ?) concludes that plagiarism is an "inherent area of concern that should be expanded under a particular type of authorship misconduct or misattribution", especially within the academic context.

The researchers believe that plagiarism both as a concept and as a case should be seriously dealt with in all universities and disciplines throughout Iraq, as it is dealt with in countries whose legal systems acknowledge "Intellectual property laws like: United states, Australia, Great Britain, Canada .....etc. This can only be done if students are fully aware of what plagiarism really is and the possible ways to avoid it. Teachers, the researchers believe, hold the great part of the job. They can provide explicit definitions of the term, like for example, *plagiarism is using other persons' words or ideas without giving any credit to them*. Teachers also should remind the students that the purpose of research writing is not to get it done, but to learn and develop the skill of research writing. Writing a research paper helps develop the skills of researching i.e., problem solving, critical thinking writing and commitment. Teachers should make it clear to students that the basic academic values and benefits do not lie in getting a research done as soon as possible but rather it is the process of writing a research paper that qualifies them for the degree they seek.

### 2.2. *The controversy of patchwriting as a type of plagiarism:*

The controversy of patchwriting emerges from the fact that some researchers consider it as a form of plagiarism while others see it as an intermediate stage between copying and summarizing and hence as a pedagogical need for developing research writing skills. Howard (2012: 33) for example defines patchwriting as reproducing source language with some words deleted or added, some grammatical structures altered and some synonyms used. She (ibid) considers patchwriting as a "learning strategy rather than an act of academic dishonesty." Based on empirical evidence, Howard (ibid:34) shows that non-native speakers of English patchwrite "even when writing their doctoral dissertations." This leads to a conclusion that although patchwriting may contain inappropriate use of sources, to patchwrite is not to plagiarize. Patchwriting has proved that it could help improve students' research writing proficiency (ibid:35).

Therefore Hussein (2014) sees patchwriting as a pedagogical stage in developing academic research writing skills, especially those writing in a foreign language. He (ibid:126) states that "it is an unescapable stage in academic research writing that every writer needs to pass through until developing his own independent style and techniques" in order to meet the minimum requirements acknowledged by most academic universities.

Woolfs (2006:626), on the other hand, defines patchwriting metaphorically as being a sort of "stitching technique", selecting complete sentences or sections from different sources and stitching them together with ones own writing. Woolfs' definition above is also held by Pecorari (2008:33) who sees patchwriting as a process of altering and piecing together text extracts from texts, emphasizing the fact that patchwriting is a result of lack of fluency in academic writing skills leading to a sort of textual hybrid.

However, the researchers think that although patchwriting should be considered as a pedagogical stage in improving foreign language students' research writing skills, using it is still an indication of a serious lack of knowledge in the possible techniques that could be used in writing from sources.

### 3. Methodology

#### 3.1. *The participants and settings*

In total, 20 fourth stage university EFL students have participated in the study. Only five out of the 30 agreed to have their research writing analyzed, while the rest participated in a questionnaire conducted by the researchers concerning plagiarism in academic writing.

The participants are all students from the English department/ college of Education/ University of Al-Qadissiya (Iraq). Being a lecturer in the same department made it easy for one of the researchers to be in direct contact with the participants and their supervisors. Although students were told about the nature of the study and its aim concerning how they use their academic sources and what kind of techniques they use when writing about them, only five agreed to hand over their research papers for analysis. The five students were also told that their names will not be revealed throughout the study a matter which they appreciated a lot.

#### 3.2. *The Writing Samples:*

Being at the middle of their research writing process, the students were told to hand out any written text they have finished. They were also told that the written texts needed for analysis should not be less than five pages and should contain at least five citations. The first drafts of their work containing their supervisors comments and advise are more appreciated and would serve a lot to the study. All five students agreed upon completing the section related to the theoretical background, which was almost ten pages long. They gave us the entire sections to select the needed written samples for analysis. Then, four pages were selected from each students' written text, trying as much as possible to make them similar in length and containing the same number of citations.

It is important to mention that each students' written text was given an alphabetical letter instead of the students' name from A to E.

#### 3.3 *Students' text analysis:*

The analysis conducted on the written samples is simply based on two main criteria:

1. whether the text contains direct copying from sources or any similarity in wording between them (plagiarism).
2. whether the source language is reproduced by deleting some words or adding some others, or by some grammatical structures being changed or synonymies being used (patchwriting).

In order to investigate these two criteria, students' texts were read extensively to see whether the sources used are available online or in libraries. Once the sources were found for all the five written samples, they were read carefully and compared with the students' written texts. It should be noted that each written sample took 3-5 hours work and analysis. The five tables below show the comparison between the source wordings used and the students' written texts in papers (A, B, C, D, E).

It is also worth mentioning that exact copying, whether cited or uncited, and patchwriting are underlined.

Table 1 Comparison of Three Passages from Paper (A) with their Original Sources (plagiarism and patchwriting are underlined)

Paper (A)	Original text	The full name of source
Richards (1998:55) points out that, it was not until 1970s that listening comprehension began to attract much attention and started to be explored. During the 1980s special attention to listening was incorporated into new instructional frameworks focused on functional language and communicative approaches. Then throughout the 1990s, attention to listening in language instruction increased dramatically, new theoretical models of comprehension in the field of cognitive psychology emerged.	It was not until 1970s that listening comprehension began to attract much attention and started to be explored. During the 1980s special attention to listening was incorporated into new instructional frameworks focused on functional language and communicative approaches. Then throughout the 1990s, attention to listening in language instruction increased dramatically, new theoretical models of comprehension in the field of cognitive psychology emerged.	Richards, J.C. (1998). <i>Listening Comprehension</i> . New York: Cambridge University press.
it is a very important fact that successful listening is not something that happens because of what a speaker says; the listener has a crucial part to play in the process, by "activating various types of knowledge, and applying what he knows to what he hears" in order to understand what the speaker means.	it is widely admitted that successful listening is not something that happens because of what a speaker says; the listener has a crucial part to play in the process, by "activating various types of knowledge, and applying what he knows to what he hears" in order to understand what the speaker means.	Anderson, A. & Lynch, T. (1988). <i>Listening</i> . New York: Oxford University Press
Richards (2003:443) points out that when the distinction between bottom-up processing and top-down processing was derived in the 1980s, listening came to be viewed as an interpretive process. And, at the same time, fields of conversation analysis and discourse analysis were revealing a great deal about the organization of spoken discourse and led to the realization that written texts read aloud could not provide suitable basis for developing the abilities needed to process real-time authentic discourse.	When the distinction between bottom-up processing and top-down processing was derived in the 1980s, listening came to be viewed as an interpretive process. And, at the same time, fields of conversation analysis and discourse analysis were revealing a great deal about the organization of spoken discourse and led to the realization that written texts read aloud could not provide suitable basis for developing the abilities needed to process real-time authentic discourse.	Richards, J.c. (2003). <i>What Do I See? What Do I Think? What Do I Wonder??: A visual strategy to help emergent readers focus on storybook illustrations</i> . <i>The Reading Teacher</i> , pp442-448.

Table 2 Comparison of Three Passages from Paper (B) with their Original Sources (plagiarism and patchwriting are underlined)

Paper (B)	Original text	The full name of the source
Cook (1990:102) realizes well the significance of context in the process of recognition and it should be indicated when students process discourse. But, what distinguishes Cook's classification of discourse types, in terms of context, is the detailed features that he indicated as being attributed to context (1990: 67). Thus, all or any of the following features may be brought into consideration when students process discourse or are asked to produce it:	context should be indicated when students process discourse. Thus, all or any of the following features may be brought into consideration when students process discourse or are asked to produce it:	Cook, G. (1990). <i>Discourse</i> . Oxford: University Press.
Both the situation and the physical form are two features that are so important in the description of any discourse type, they form the essence of every type of discourse.	These two features are so crucial in the description of any discourse type, they constitute the essence of every type of discourse because every type should have both a situation and a physical form .	Van Dijk, T. A. (2003). <i>Strategies of Discourse Comprehension</i> . London: Academic Press
Discourse type recognition itself ,as an example of language use, can not be in dissociation from the natural conditions of language use . Context is one of these conditions, it involves all the aspects of extra-linguistic reality that are taken to be relevant to communication.	Discourse type recognition itself ,as an example of language use, can not be in dissociation from the natural conditions of language use . Context is one of these conditions, it involves all the aspects of extra-linguistic reality that are taken to be relevant to communication.	Widdowson, H. G. (2011). <i>Discourse Analysis</i> . Oxford: University Press.

Table 3 Comparison of Four Passages from Paper (C) with their Original Sources (plagiarism and patchwriting are underlined)

Paper (c)	Original text	The full name of the source
. Therefore teachers should attend to vocabulary within a communicative framework in which items appear not through isolating words or focusing on dictionary definitions.	Brown, H. (2001). Teaching by principles: An Interactive Approach to Language Pedagogy. Addison Wesley Longman.	Brown, H. (2001). Teaching by principles: An Interactive Approach to Language Pedagogy. Addison Wesley Longman.
it is worth mentioning that, teachers dealing with young learners should consider the use of the first language only for the sake of explaining or modification since young learners' foreign language proficiency is still at its initial levels.	Also, it is important to mention that, teachers dealing with young learners should consider the use of the first language for the case of modification only since young learners' foreign language proficiency is still at its initial levels.	Cameron,L.(2005) <i>Teaching Languages to young learners:</i> Cambridge University Press
The four basic skills of language listening, speaking, reading and writing can, according to this strand, play a very affective role in learning vocabulary. It emphasizes that learners must not only learn new language items but also be able to access them fluently.	This strand involves learning vocabulary through the four skills of listening, speaking, reading and writing. It emphasizes that learners must not only learn new language items but also be able to access them fluently.	Nation, P. (2001). <i>The four strands. Innovation in language learning and teaching.</i> NewYork: Thomson Heinie
A well planned vocabulary lesson in any language teaching class should have the following features:  1.It focuses on the appropriate level of vocabulary. 2.It provides a balanced range of opportunities for learning. 3.It monitors and assesses the learners' vocabulary knowledge in useful ways.	A well planned vocabulary lesson in any language teaching class should have the following features:  1.It focuses on the appropriate level of vocabulary. 2.It provides a balanced range of opportunities for learning. 3.It monitors and assesses the learners' vocabulary knowledge in useful ways.	Nation, P. & Chung, T (2009). <i>Teaching and testing vocabulary.</i> In Long, M.H & Doughty, C.J (eds.), <i>The handbook of language teaching.</i> Wiley- Black well publications.

Table 4 Comparison of Three Passages from Paper (D) with their Original Sources (plagiarism and patchwriting are underlined)

Paper (D)	Original text	The full name of the source
The use of stories in the foreign language teaching classroom is a powerful and effective way to improve and develop the four basic skills of language: speaking, writing, listening, and reading. Besides making students participate in such activities can motivate them to be active learners, developing within them a constructive approach towards English language learning	using stories in the foreign language teaching classroom is a powerful and effective way to improve and develop the four basic skills of language: speaking, writing, listening, and reading. Moreover, making students participate in such activities can motivate them to be active learners, developing within them a constructive approach towards English language learning	Cameron,L.(2005) <i>Teaching Languages to young learners</i> : Cambridge University Press
stories when used with young learners in particular, can have a powerful and motivating effect, stating that factual and conceptual information is learnt faster, remembered longer, recalled more readily, and applied more accurately, when that information is delivered as a well told story.	stories when used with young learners in particular, can have a powerful and motivating effect, stating that factual and conceptual information is learnt faster, remembered longer, recalled more readily, and applied more accurately, when that information is delivered as a well told story	Cameron,L.(2005) <i>Teaching Languages to young learners</i> : Cambridge University Press
The Process of listening to stories can really lead to story telling, whereas only reading stories can equally lead to story writing. He (ibid.) concluded that, because Young learners learn language unconsciously the activities teachers do in class should help this kind of acquisition. He argues that, stories are very significant resources that teachers can use so as to offer children a world of supported meaning that young learners can relate to. Later on, teachers can use stories to help children practice listening, speaking, reading, and writing.	listening to stories can very naturally lead to story telling, while reading stories can equally naturally lead to story writing. Because Young learners learn language unconsciously the activities teachers do in class should help this kind of acquisition. Stories are the most valuable resources teachers have which can offer children a world of supported meaning that young learners can relate to. Later on, teachers can use stories to help children practice listening, speaking, reading, and writing.	Karlsson,P.A.(2012) <i>Storytelling as a Teaching Strategy in the English Language Classroom in Iceland</i> : M.Ed. Thesis University of Iceland School of Education

Table 5 Comparison of Two Passages from Paper (E) with their Original Sources (plagiarism and patchwriting are underlined)

Paper (E)	Original text	The full name of the source
Tails are a very significant feature of grammar which allows speakers to express attitudes, to add emphasis, evaluation and repetition for listeners. In most times Tails are exclusive to spoken language and when used in the written text they mean spoken character.	Tails are almost exclusive to spoken language and where they do occur in written text they are selected in order to give the written text a spoken character. Tails are an important feature of a listener-sensitive, affective grammar. They allow speakers to to express attitudes, to add emphasis, evaluation	Carter, R. etal. (2000). <i>Exploring Grammar in context: Upper intermediate and Advanced</i> . Cambridge: Cambridge University Press
Tails are listener sensitive in so far as they provide orientation and emphasis for the listener by means of a clarifying noun, verb, phrase, or anaphoric pronoun. A tail can also sometimes be emphatic in its clarification by combining repetition of both a noun and accompanying main or auxiliary verb ex:  -She never complains, Sue doesn't,	Tails are listener sensitive in so far as they provide orientation and emphasis for the listener by means of a clarifying noun, verb, phrase, or anaphoric pronoun. A tail can also sometimes be emphatic in its clarification by combining repetition of both a noun and accompanying main or auxiliary verb ex:  -She never complains, Sue doesn't,	Carter, R. etal. (2000). <i>Exploring Grammar in context: Upper intermediate and Advanced</i> . Cambridge: Cambridge University Press

As shown from the five tables above, students text were full of plagiarism and patchwriting. Although some paragraphs seem to handle sources correctly by using quotation marks and providing citations to acknowledge sources but reading the paragraphs reveal extensive plagiarism and patchwriting. In most cases, in all the 5 students' text, it was easily to locate the exact sentence and paragraph from which the students copied. Underling students' sentences indicates the exact coping or phrasing from the source used. It becomes obvious when looking at the five tables above that students do not understand their sources. Instead of trying to summaries what they have read, they copy it or select sentences from it. This reflects the struggle students face when writing due to the lack of knowledge in the possible techniques that could be used when writing from source. In all of the students' texts above it was surprising how non of the text whatsoever contained an incidence of summary. In order to answer the question of why do not students summarize from their sources and whether they know that coping is plagiarism which means stealing, a questionnaire was conducted by the researcher to (20) fourth stage university students for answering these questions (the second aim of the study).

### 3.4. The questionnaire and data analysis:

The questionnaire contains two questions: in the first question students are told to write down in not more than 2-3 sentences what they think plagiarism and patchwriting really are, while in the second question the students are told to identify 2 factors out of 7 which they think made them copy, patchwrite or misuse their sources. It is important to mention that the choice to conduct a questionnaire for gathering relevant data not any other qualitative research tool like interviews, observations, or case studies is due to two main reasons. First, University EFL students in Iraq are always reluctant in taking part in any interviews, observations or case studies carried out by professors in their departments since their names would be revealed and known which is something they dislike a lot. Besides, them being known by the researcher would also effect the way they will response to the questions they are asked. Secondly, Iraqi EFL university students' ability to respond to written question is far more better than responding to aural ones. Written form questions give students a chance and a time to think and answer carefully better than aural ones which make them feel that they are constantly watched upon.

The questions were as follows:

Question one: In no more than 2-3 sentence write down what you think Plagiarism and Patchwriting are? In case you do not know their meanings just write I do not know.

Question two: Why do you copy paragraphs or sentences from your sources when writing a research paper? Check up two reasons only:

1. I did not understand the source.
2. I did understand the source but I can't summarize or paraphrase.
3. I am not interested in the subject of the research.
4. I don't have time to write.
5. My subject is available on the internet
6. My teacher demands a high level of writing.
7. Other reasons

The two tables below show the results of the two questions of the questionnaire:

Table 6 Results of question one of the questionnaire concerning students' understanding of the meaning of plagiarism and patchwriting.

Types of students answers	Percentages of Students choices	
	N	%
Students who knew what plagiarism is and don't know what patchwriting is	5	25%
Students who knew what patchwriting is and don't know what plagiarism is	2	10%
Students who knew what plagiarism and patchwriting are.	5	25%
Students who did not know what plagiarism and patchwriting are	8	40%

Table7 Results of question two of the questionnaire: factors that students think made them misuse their sources

Reasons	Percentages of choosing two factors	
	N	%
I did not understand the source	9	45%
I did understand the source but I can't summarize or paraphrase.	12	60%
I am not interested in the subject of the research	5	25%
I don't have time in writing	2	10%
My subject is available on the internet	9	45%
My teacher demands a high level of writing	3	15%
Other reasons	0	0

Table (6) shows the results of question one in the questionnaire which indicate that 40% of the students do not know what plagiarism and patchwriting are. This reflects a very big problem that students face concerning source use and source documentation. While only 25% of the students knew what these two concepts mean. Also it is shown that only 10% of the students know the meaning of patchwriting and don't know what plagiarism is, while 25% knew plagiarism and don't know what patchwriting is. This indicates that plagiarism as a concept and as a forbidden technique is becoming more familiar among university students in Iraq and that they are aware of its consequences.

In Table (7) the results reveal a very important issue concerning the reason behind students' misuse of their sources. It is shown that 60% of the students plagiarize and patchwrite because they don't know the possible techniques that could be used to write from sources. Despite them understanding their sources but they faced difficulty in summarizing and paraphrasing. While 45% of them chose both "I did not understand the source" and "My subject is available on the internet". 25% of students chose that they were not interesting in their research subject which led them to copy directly from sources. "My teacher demands a high level of writing" was chosen by 15% , while only 10% chose "I don't have time in writing".

#### 4. Conclusions

The output of this study proves the researcher's initial believe regarding the fact that although summarizing is considered a very essential pedagogical technique in source-based writing, most Iraqi University students face difficulty in doing so. In all the 5 undergraduate research papers that were analyzed by the researcher no incident of summary was recorded. A questionnaire conducted by the researcher indicates that students struggle when trying to write from their sources despite the fact that they do understand them, leading them to plagiarize i.e. committing direct copying from sources or patchwriting i.e. selecting sentences from different sources and stitching them together to form a paragraph . This, the researcher believes, is due to the lack of knowledge students have about the possible techniques that could be used in academic writing. Although writing is considered a very important skill in language teaching but writing from sources is a very essential subskill that every academic writer must master. Thus, in order to obtain better results concerning students academic writing and how to deal with sources, it is urgent to develop new materials and resources suitable for teaching academic writing, source use and the possible techniques that could be used to avoid plagiarism. It is also concluded that most Iraqi university student are not even familiar with the concept of plagiarism and patchwriting. 40% of the participants declared not having heard the two concepts before while the rest only knew one of them. This, the researcher thinks, is because students are not educated enough about the two concepts during their academic study. Teachers should show students what plagiarism and patchwriting look like. In this respect, Bianchi et al (2007) clearly state that EFL students need to practice different ways of incorporating source text starting from copying to patchwriting to more complete paraphrasing and summarizing so that they can be able to distinguish between them.

In sum, it is necessary to conduct further studies concerning Iraqi EFL students misuse of sources and the techniques that could be used to avoid plagiarism and patchwriting. Students should be educated about plagiarism by providing explicit definitions and examples making it clear to them that copying papers or part of papers can actually stand against their learning experiences and opportunities for skill development. Research paper writing improves students' research skills, thinking and analyzing, organization, writing, planning, and time management

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