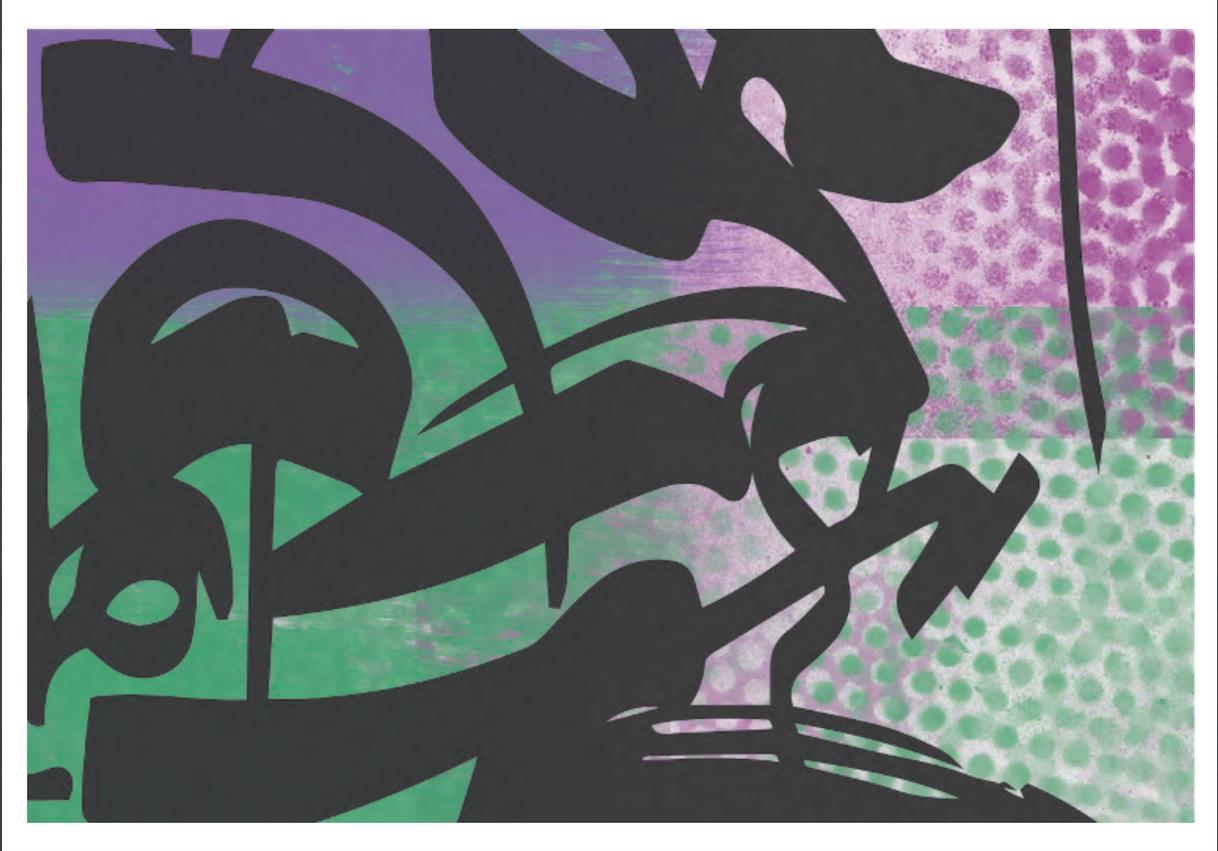


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**Preparing Learners at the Age of Technology with New Competencies and Skills
in Teaching Foreign Languages**

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنيّة - الجزائر

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قواعد النّشر في المجلّة

تُرَجَّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألا يكون البحث قد سبق نشره، أو قُدِّم للنّشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.
2. ألا يتجاوز عدد صفحات البحث 30 صفحة.
3. أن يُرفَق البحث المكتوب باللّغة العربيّة بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتين العربيّة والإنجليزيّة. وأن يُرفَق البحث المكتوب بإحدى اللّغات الأجنبيّة (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.
4. أن يُكْتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتين الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.
5. أن تُفرد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.
6. أن تُكْتَب الهوامش في آخر البحث آليًا.
7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المؤلّف ولقبه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.
8. أن يُختتم البحث بقائمة للمصادر والمراجع المعتمّدة.
9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلّف واسمه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.
10. أن يلتزم المؤلّف بإجراء التّعديلات التي يطلبها المراجعون في أجل أقصاه (15) يومًا.
11. أن يلتزم المؤلّف بإدراج المراجع في المنصّة الجزائية للمجلّات العلميّة وإمضاء التّعهّد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

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افتتاحية العدد

أثر فريق تحرير مجلة "إحالات" أفراد عدد خاص لأعمال الملتقى الوطني الأول الموسوم "Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللغة الإنجليزية، بمعهد الآداب واللغات، بالمركز الجامعي مغنية، يومي 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التدريس بقسم اللغة الإنجليزية وعضو فريق تحرير المجلة، تقديراً لجهود الباحثين الذين قدموا جملة من المداخلات المحكّمة والمُحكّمة حول إعداد المتعلّمين بكفاءات ومهارات جديدة لتدريس اللغات الأجنبية في عصر التكنولوجيا، وتثميناً لدراساتهم الرّصينة التي تستأهل النّشر بين دفتي مثل هذا المؤلّف الدّوري، ابتغاء إشاعة الفائدة العلميّة بين المشتغلين والمهتمين بتعليميّة اللّغات الأجنبية من جهة، وحتّى لا تنصرم رؤاهم المعرفيّة وخلصات أبحاثهم العلميّة بانصرام زمن المداخلة أو أجل الملتقى من جهة أخرى.

ويُجيدّ فريق تحرير مجلة "إحالات"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدّمة في الملتقيات العلميّة بشكل حضوريّ أو عن بعدٍ، في أعداد خاصّة، في صيغة ورقية، وأخرى إلكترونيّة على مستوى المنصّة الجزائريّة للمجلّات العلميّة التي تتيح لرؤساء التّحرير، بالتنسيق مع المحرّرين المساعدين، إمكانيّة إنشاء مثل هذه الأعداد الخاصّة المفردة لأعمال المؤتمرات والندوات والأيام الدّراسية العلميّة أو الاستكتابات الجماعيّة في موضوع بعينه. كما يتقدّم فريق تحرير المجلة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحملها مشقّة مُراجعة المقالات من النّاحية الشّكلية مُراعاةً لقالب المجلة وقواعد النّشر فيها، وتجشّمها كبد مُتأبعة المراحل التي يمرّ بها تقديم المقال في المنصّة الجزائريّة للمجلّات العلميّة إلى غاية نشره، ويتمنّى لها التّوفيق والسّداد في مهامها البيداغوجيّة والعلميّة.

والله نسأل الإخلاص في النّية، والإخلاص في العمل. والله من وراء القصد.

رئيس التّحرير

ديباجة الملتقى

بقلم الدكتورة حنان رباحي

Presentation

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

Aims of the Conference

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

Subject Fields

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

Issues

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

Call for Contributions

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

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Algerian EFL Learners' Beliefs on the Reasons behind Plagiarism
Mohamed Raji MEDJAHED & Habib YAHIAOUI

Algerian EFL Learners' Beliefs on the Reasons behind Plagiarism

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Abstract

Plagiarism is a deeply discussed matter. Cases of plagiarism at various levels are being spotted daily. In this regard, this study aims at examining what third-year English as a foreign language (EFL) students at the University of Mascara believe to be the causes of plagiarism. Undergraduates were asked to express their views on a short essay entitled « According to you, why do students plagiarise ? ». The most often cited reasons involved the urge to finish the work, saving time and effort, and involuntary plagiarism. Moreover, some students expected to be instructed about its negative aspects and how to avoid them.

Keywords: Academic dishonesty, academic integrity, EFL, plagiarism.

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Mohamed Raji MEDJAHED & Habib YAHIAOUI

1. Introduction

Plagiarism which is defined in the Concise Oxford English Dictionary as "taking the work or an idea of someone else and passing it off as one's own," is a serious issue that is getting more serious than ever. Plagiarism originated from the Latin word "plagiarus" which signifies the appropriation of words as well as slaves (Howard, 1995). According to Howard (1995), "the very etymology of the word plagiarism demonstrates the antiquity of the concept" (p. 790). Nowadays, plagiarism is widespread in various academic institutions. Moreover, many universities and publishers around the world try to put some policies and severe actions towards those who plagiarise. However, the number of plagiarism cases is still increasing. Furthermore, Algerian academic entities have spotted many cases of plagiarism during the last decades. Learners may plagiarize for various reasons including lack of understanding of how to cite the references precisely and the urge and stress of finishing tasks (Eret&Gokmenoglu, 2010). Not only won't this issue go away (Paldy, 1996) but plagiarism is also a problem that is getting worse.

Furthermore, there is a considerable amount of proof that academic dishonesty is becoming more prevalent and more widespread (Park, 2003). Alschuler and Blimling (1995, as cited in Park 2003) define plagiarism as 'epidemic cheating'. The notion of plagiarism has attracted the attention of many researchers for different reasons (MahdaviZarafghandi, Khoshroo&Barkat, 2012). Moreover, plagiarism is against the goals of academic honesty (Loutzenhiser, Pita, & Reed, 2006; Walker, 1998), and according to Kolich (1983), "plagiarism is the worm of the reason that starves the seeds of originality" (p. 145) and destroys five most important values of academic honesty including "honesty, trust, fairness, respect, and responsibility" (p. 4). As Rezanejad et al (2013) state "plagiarism has become an interesting topic for research in academic contexts. With the rise of this issue and its spread into the academic discourse community, teachers have attempted to root out academic corruption and subsequently terminate all such misdemeanor" (p. 276).

The present study aims at investigating how third-year Algerian undergraduates of English as a foreign language (EFL) view the reasons behind plagiarism committed by students in their educational context. These opinions indicate their beliefs on the topic in general. However, this study does not review whether the participants have been involved in some form of plagiarism or to what degree they find certain types of cheating acceptable. Moreover, the researcher will try to increase the general understanding of why EFL learners plagiarize, enhance insights on what exactly is considered as plagiarism according to their beliefs, and explore EFL learners' reasons for

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using plagiarism in their academic assignments. The results of this research can help teachers build more complete courses when instructing and training their learners about notions of academic dishonesty and plagiarism. Accordingly, when learners have a better understanding of plagiarism and its negative impact on academic integrity and research innovation, they will avoid plagiarism. However, the primary goal of this study is to investigate the reasons and causes that make Algerian EFL learners take the path of academic dishonesty.

2. Literature Review

Although a lot of research has been conducted in this area, still more research is needed to be done in academic contexts because plagiarism is perceived differently in other cultures (Liu, 2005). Furthermore, Stephens and Wangaard (2009) confirm that teachers have an important part in the prevention of academic dishonesty by talking about it stressing academic integrity, and reminding students of the outcomes of academic dishonesty. According to Davis (1993), teachers should help their students monitor their progress and evaluate their performance. They should provide learners with opportunities to submit drafts of academic papers for peer-reviewing. Further, Eret and Gokmenoglu (2010) assume that by using some policies in institutions, teachers can spot those learners who plagiarise and punish them. The invention of plagiarism detection tools can be useful and influential, too (Beasley, 2004). Accordingly, academic dishonesty is an increasing matter nowadays. However, it can be challenging to surmount the limitations that prevent learning. The improvement of academic integrity and mastery goals stand to work as a significant determinant for the prevention of academic dishonesty (Kose, 2011)

Concerning the concept of plagiarism in academic writing, Howard (2001 as cited in Stapleton, 2010) invented the term "patchwriting" which introduces a stage in which a writer's discourse blends with another author due to the absence of proficiency to carry the message adequately and not deceive (Leki & Carson, 1997). McCabe and Trevino (1996) assert that students' understanding of plagiarism reveals the occurrence of indecisiveness among them regarding plagiarism's definition. Scholars like (Ashworth and Bannister, 1997; Park, 2003) confirm that students do not view plagiarism as a serious issue. However, a few learners think that plagiarism is harmful.

Various websites give specific information about the definitions, causes of plagiarism, and guidance on the procedures of how academic misbehavior can be bypassed. Some of these are independent (such as plagiarism.com), but most of them are tied to academic organizations,

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corporations (e.g. plagiarismadvice.org run by the International Association for Academic Integrity), or research associations (e.g. The Citation Project). Besides, a considerable increase in the discussion between academics and researchers is also obviously matched by the number of publications obtainable on plagiarism-related topics. Moreover, Google Scholar provides 232,000 hits for the word plagiarism (as of the end of August 2019). As many as 18,300 are classified as “published since 2012”, and of these 10,999 have appeared since the beginning of 2017. Accordingly, this increasing rate makes any effort of a regular review close to improbable. Nevertheless, it can be presumed that a remarkable proportion of the published research and academic discussions have a negative view towards plagiarism and have found that students have mixed beliefs and deficient knowledge about the topic and would require more supervision from instructors to withdraw at least the accidental forms of plagiarism.

On the other hand, writing in a foreign language may present students with supplementary factors of complexity, including general language proficiency challenges, academic writing difficulties, the extra time needed to study the assigned learning materials, and possible variations in writing traditions. Furthermore, understanding and following academic integrity policies may be more difficult under these circumstances (Li 2013, Zafarghandi et al. 2012). Inadequate language and general study skills have been perceived in the student populations that enter the foreign language and culture studies programs at Algerian universities. Apart from the everyday observation of teachers, studies also document that many Licence (3rd year) students of EFL have deficient knowledge of academic English, have difficulty following classes, struggle with the study load and overall undervalue their levels of difficulties to finish the program (see e.g. Doró 2011, 2013). Accordingly, these factors may urge students to avoid plagiarism rules and turn to "stealing" methods.

3. Methodology

The methodology section was inspired by Katalin Doró's (2014) work. This investigation included 35 third-year undergraduate students of EFL at Mascara University in Algeria. The researcher asked the following question: What are the main reasons for plagiarism according to students?

In this last year of their license LMD (Algerian graduation system) program, they have several language skills seminars and start mastering academic writing to a certain degree. Most of the writing they had to do was produced for their language seminars in the form of short opinion

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essays, expositions, summaries, short answers on the study sheets, and note-taking during classes. However, this year they are required to write academic texts. Furthermore, they have debriefings on academic honesty rules in their classes and are required not to engage in voluntary plagiarism. For this study the participants were invited to write a short opinion essay at the end of their 3rd academic year on the following topic: According to you, Why do students plagiarise? The essays were written as part of regular classwork in two written expression classes which discussed issues of plagiarism in higher education. This naturalistic environment was preferred over well-controlled, large-scale, quantitative data collection because it was assumed that in this setting students would spontaneously show their ideas and this introductory request would pave the road for additional research. The occurrences of main categories of causes were defined as a result of the reviewed literature and already mentioned causes by various scholars. The noted reasons for plagiarizing indicated in the research were grouped under the following 10 categories:

- a) Difficult schedules, lack of time
- b) Conservation of effort, observed facility of cheating
- c) Lack of knowledge about what composes plagiarism
- d) Absence of citing and paraphrasing skills
- e) Lack of self-confidence when paraphrasing or citing a given source
- f) Good grades, demand to perform well
- g) Demanding assignments
- h) Inadequate language and academic writing skills
- i) Lack of inspiration
- j) Getting away with it (bypassing the policies, fooling the instructor)

The actual phrasing of the reasons shown in the categories could be changed. The order of the categories in the above list is random and does not show their importance or perceived frequency.

4. Results and Discussion

After reviewing all of the thirty-five short opinion essays, the researchers observed that most of the students mentioned various reasons, many times using approximately the same sentences to express their views. For example :

"Everyone likes getting good grades. Some people are working hard and some are not. Hard-working people make an effort at least while lazy ones do not, they rather choose the easier way. That's why they cheat". Here the learners pointed out the issue of laziness when writing academically.

"Copy-pasting doesn't take too much time and does not need any serious thinking". Also, the learners illustrated the fact that plagiarism could save time for them.

"Copying someone else's words and making it look like it is yours makes you look very smart and intelligent and every student thinks that he will be the one to get away with it". One of the many reasons learners go for plagiarism is, as it is expressed here, trying to outsmart the system or the teachers and see if they can go unpunished.

"Teachers give us too many assignments and sometimes it is very difficult to do them, that is why we copy and paste directly texts or essays from the internet." Learners here give as an excuse the amount and difficulty of assignments given by their teachers.

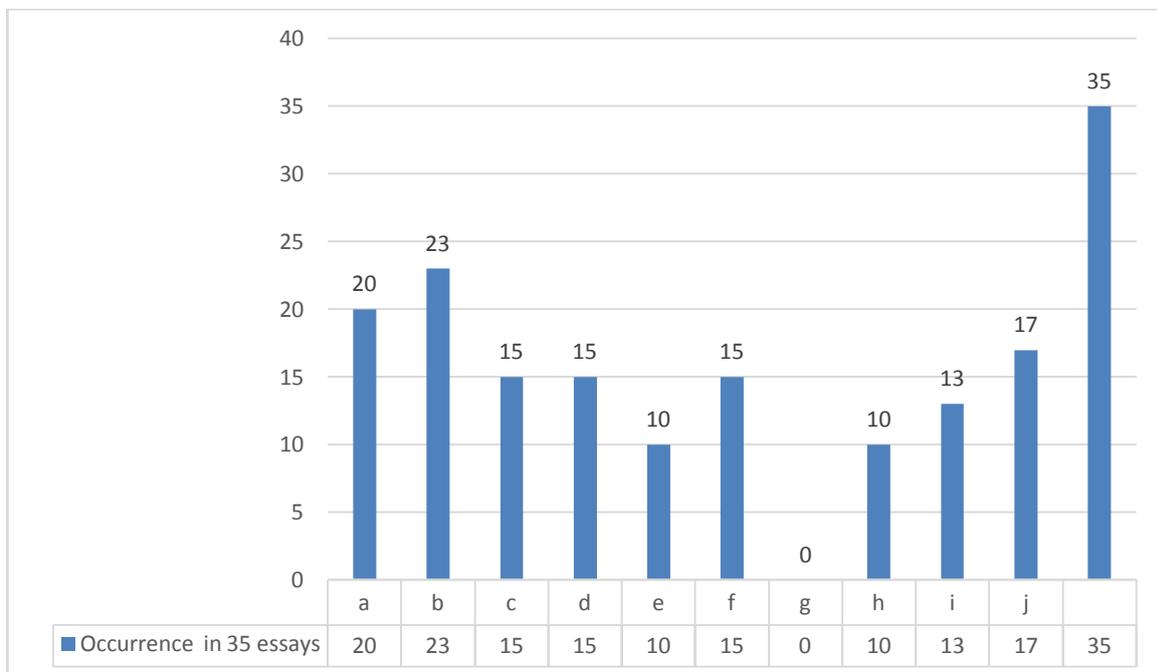


Figure 1 Reasons for Plagiarism Indicated by 3rd Year EFL Students

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The frequency of occurrence of the earlier mentioned categories of plagiarism reasons is shown in figure 1. As observed lack of time category was one of the most mentioned reasons appearing in twenty essays out thirty-five found in category (a). However, the number one mentioned reason was the observed easiness and desire to save effort and time by learners found in category (b) (twenty-three out of thirty-five) as shown in the following passage :

"...they just realize that the deadline is so close and they don't have time to do the job perfectly, so they choose to steal the works of others instead. "

Also, seventeen essays mentioned that students tried to bypass and circumvent plagiarism policies implemented by their educational institutions to look smart, which was included in category (j). Categories (c) and (d), namely lack of information on plagiarism and lack of citing and paraphrasing skills both refer to involuntary plagiarism. If merged into one main category of inadvertent plagiarism, they share second and third places on the list with fifteen occurrences both. Here are some passages taken from these essays :

"I think that the reason for plagiarism among students in most of the cases is that they're not aware of doing it. I didn't know much about this topic before I came to university and I think many students are like me"

"Students plagiarize in many ways without even noticing that what they are doing is cheating and it is forbidden. In most cases, it is not knowing how to use others' words leads to plagiarism. Intentionally or unintentionally either way it is unacceptable"

Category (f) namely the desire to get good grades or the social demand to perform well also was mentioned in fifteen essays as shown in the following passage from one of the essays :

"My parents and teacher is always demanding us to be the best students or get the best marks so I try to get the best marks by copying texts that are perfectly shaped"

Also, two other categories were mentioned equally with ten appearances in the essays, category (e) named lack of confidence when citing or paraphrasing and category (h) which the category that encompasses inadequate language and academic skills. Two passages can be cited as examples :

"I know some procedures of how to paraphrase from the internet but I'm afraid if I use them and write bad essays"

"Our teachers talked about academic writing but only briefly they did not tell us how to do it perfectly or how to do it without cheating"

Also, category (i) which included lack of inspiration, was mentioned in thirteen essays came fifth out of the categories and it can be seen in the following passage :

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"Some times teachers ask us to write essays or academic papers about given subjects and when I want to write about it at home I feel like I have no ideas so I copy ideas from the internet"

Last but not least, zero students mentioned in their essays that they had demanding assignments.

Aside from the number of occurrences explained above, some central trends can be observed. The most common causes cited in the essays are correlated to saving time and effort, implying that the participants either think that students are submerged with assignments or that they are bad time managers. When reduced effort is matched up to move through, we get a view of a student group that, as a unity, worries very little about learning and skills attainable only through training. Some students also recognize the need for clearer guidance, which reverberates the conclusions of Razera (2011), although there is a less immediate critique of teachers.

Furthermore, Many students addressed the idea that in speculation students know about what composes plagiarism but may believe that this knowledge is not adequate or is challenging to turn into antiplagiarism usage. Accordingly, this coincides with the conclusions of research accomplished in other EFL/ESL contexts (e.g. Howard et al. 2010, Li and Casanave 2012, Liao and Tseng 2010, Pecorari 2003). Also, some students shaped their answers in the broader issue of cheating and asserted that cheating, according to them, is found since ages in the Algerian educational system not only at the university level. While in the large-scale American study reported by McCabe (2005) a certain proportion of both students and instructors accepted some basic forms of cheating. They also claimed that it could be considered as a kind of innovation and it can boost students' cognitive abilities. Besides they did not see it as misconduct that requires immediate disciplinary action.

5. Conclusion

This research studied students' beliefs and opinions on possible causes behind plagiarism according to them, in Algerian EFL higher education settings, about which very little research has been shared. The generalizability of the results is narrowed due to the experimental characteristics of the study. More research about the reasons behind plagiarism, students' perspectives about their education in general, and their academic writing proficiency, in particular, is required to detect which method of writing instruction best matches the needs of various undergraduate populations. Nonetheless, what has been repeated in other research is also apparent here: a) learning about policies and rules will not adequately help students in circumventing plagiarism traps even if they try, b) instructing writing skills, but also study and time management skills are essential, and c) the continuation of the most relevant rule is read by many students in higher education as the most

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profit by the slightest possible effort, which approach is very challenging, but not improbable to encounter.

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Appendix

Appendix A

An example of a students' short opinion essay

02/11/2021

Name and Surname: Ehsan Laidouni
Group and year: 3rd year Group (3)
According to you, why do students plagiarise?

Some students plagiarize because they find it as the easiest way to get the work done. Some of them keep their work until last time and what they can do is copy paste others' works. As many students plagiarise without even being aware because they don't know how to cite sources, paraphrase, or write academic texts. Their lack of writing skills is also a reason.

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