


**Review of classroom practices and pedagogical approaches to promote academic  
integrity in EFL writing classes**

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**Abstract**

Writing in English may be quite challenging for EFL students. While some of these problems might be about issues like grammar and vocabulary, some of them might stem from the fact that students may not know how to give references and cite sources correctly when they use primary and secondary sources when writing in English. If students do not learn how to cite sources and give references correctly, this deficiency may lead them to plagiarize in their writing. Considering these factors, it is essential to educate students as to how they should give references and cite sources when they are involved in academic writing. Having said that, it is quite important to find out efficient pedagogical approaches to educate students on academic integrity. Hence, the main aim of this study is to go through the related literature to find out pedagogical approaches that could be utilized in EFL writing classrooms to teach students how to cite sources and give references correctly. With the help of the information gained and different pedagogical approaches that may be uncovered, an effective list of approaches and activities can be established to be put into practice in EFL writing classes.

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**APA Citation**

Can, E. (2021). Review of classroom practices and pedagogical approaches to promote academic integrity in EFL writing classes. *The Literacy Trek*, 7(1), 78-94. <https://doi.org/10.47216/literacytrek.935608>

**Keywords**

Writing class;  
academic integrity;  
plagiarism; avoiding  
plagiarism

**Submission date**

10.05.2021

**Acceptance date**

20.06.2021

**Introduction**

The recent move to online education due to the spread of the Covid-19 pandemic has brought out many educational issues along with it. This unexpected and sudden change to the online instruction has caught many educators and students unprepared. For instructors, curricula had to be adapted and assessment tools and methods had to be evaluated to be more suitable for the new context. As for the students, who may or may not have never had this much dependency on digital sources to complete their classroom assignments before, might have experienced

trouble finding out reliable information or using primary and secondary sources in their assignments, resulting in plagiarism.

Writing, which requires formative assessment to be able to monitor students' improvement, is one of the classes that needs a curriculum adaptation. This adaptation should support students' need to learn how to reach and use sources in their writing. Hence, this present review aims to have a look into the related literature to find out classroom implications and pedagogical approaches that can assist academic integrity education in EFL writing classes.

The scope of this review is limited to the articles and studies that put forward pedagogical approaches and classroom implications for EFL writing classes. The articles which were published after 2000 were analyzed and the ones that presented classroom implications for the English writing classes were chosen to be annotated.

### *The Aim of the Study*

There are not a lot of studies that emphasize classroom implications regarding the education of students about academic integrity. According to Morris (2016) studies and efforts that have been put forward related to academic integrity education have mainly put the main concern on the reduction of plagiarism rather than teaching students how and why to stay away from academic misconduct with the help of pedagogical approaches that would enhance their skills. Morris (2016) adds that finding out influential practices and approaches that can be used in classrooms to teach academic integrity is not an easy task.

For this reason, this study aims to look through the related literature to find out classroom approaches and pedagogical practices that can be used in an EFL writing classroom. In doing so, it aims to present a list of approaches and activities that can be used in the classroom to educate students and teach them how to avoid plagiarism. The next part will present the previously published articles that have discussed some practical approaches and tips for educating students on academic integrity.

## Literature Review

This literature review consists of two sections. While the first section will elaborate on the reasons why students plagiarize, the second part will present some studies and research that have indicated practical classroom implications and pedagogical approaches.

### *The Reasons Behind Students' Plagiaristic Behavior*

Before delving into the reasons why students plagiarize, it is important to define the term "plagiarism". For instance, Ellery (2008, p.509) described plagiarism to her participants as *"using someone else's ideas, words or data without proper acknowledgements and presenting it as your own work."* Moreover, Vardi (2012, p.925) defined plagiarism as *"work or property of another person is presented as one's own, without appropriate acknowledgement or referencing."* Both of these definitions indicated that proper acknowledgement is necessary. In order to be able to give proper acknowledgements, students need to be taught how to give references and citations.

One of the most found reasons of plagiarism in the literature is the rise of technology and the easy access to information. (Duggan, 2006; Ellery, 2008; Gunnarsson, Kulesza and Petersson, 2014) For example, Ellery (2008) claims that technology has opened "Pandora's Box" related to plagiarism among students, arguing that plagiarism is an increasing problem in tertiary level. Moreover, Gunnarsson et al. (2014) state that in our modern world, plagiarism is an international problem mainly due to the widespread use of internet. Hence, teachers and educators need to focus on finding ways to integrate effective approaches into their classes to foster academic integrity. In addition, Duggan (2006) indicates that with the easy access to internet, plagiarism is on the way of becoming an epidemic. The year is 2021 and almost all the world has transitioned to online education, it can be said that the threat of plagiarism is even more serious now.

Another reason why students plagiarize could be the lack of knowledge about the language and the citation and paraphrasing skills (Pecorari, 2003; Dobrovska and Pokorny (2007). Pecorari (2003) indicates that when students do not really

comprehend the source they are working on and when they do not possess necessary citation and paraphrasing skills, these can turn their work into patchwriting. In other words, this situation may stem from students' lack of understanding of the materials and lack of practical skills such as giving citations and paraphrasing and "*students who were found out to be patchwriting should be educated instead of getting punishment straight away*" (Howard, 2001, p.1 as cited in Pecorari, 2003).

Dobrovska and Pokorny (2007) mention that among many reasons why students plagiarize, their tendency to procrastinate until the last minute, lack of planning skills, not being good at time management, their fear of failing the class and not possessing enough writing skills can be counted and these could be the factors why students choose to copy their homework from the internet or from their friends. Dobrovska and Pokorny (2007) indicate that some students plagiarize just because they want to do the opposite of what their teachers and rules tell them to do.

Differences in terms of cultural and educational backgrounds of the students can be also considered as another reason why students plagiarize, and this can also be related to the factor that was mentioned above, which was students' lack of knowledge (Hyland, 2001; Duggan, 2006; Ellery, 2008; Adhikari, 2018; Stander, 2020). First, Ellery (2008) argues that there might be some factors regarding why students plagiarize such as values, attitudes, and beliefs. Also, Duggan (2006) claims that for international students who study in English speaking countries, adjusting to the new culture and the new educational context is a big challenge, bringing many problems along with it.

Some studies indicate that the differences between the cultural and educational backgrounds of international students and the new educational contexts they join in might be a reason for the need of an explicit instruction related to academic integrity (Hyland, 2001; Davis and Carroll, 2009; Adhikari, 2018; Stander, 2020). For instance, Hyland (2001) states that plagiarism in writing classes can turn out to be a challenging issue for teachers who teach students who come from different educational and cultural backgrounds if those students have never been educated about academic integrity. Furthermore, Adhikari (2018) states that students from different cultural and educational backgrounds may sometimes plagiarize

unintentionally because of their lack of knowledge related to the English language or the writing process; however, when they are educated, they get more competent in language use and become knowledgeable about academic integrity. Lastly, Stander (2020) argues that ESL students tend to plagiarize more and that is why they need to be educated regarding plagiarism.

Contrary to the studies which claim culture has an influence on students' tendency to plagiarize, Sowden (2005) claims the opposite. Sowden (2005) indicates that even though the culture and values might be different between the students educated in the Western academic setting and international students, stereotyping related to the tendency to plagiarize might not be correct.

Sowden (2005) states that even though there are many generalizations about international students related to their cultural backgrounds; for example, it is assumed that students from Asia do not question their teachers and accept the answers they give as the only correct ones, or they tend to think that there is only one correct answer for every question and sees teachers as the bearer of this answer, the individual differences among students should not be ignored. Also, similarly to what Sowden (2005) said, Razi (2015) mentions that plagiarism is a universal problem which cannot be only associated with a gender or a culture. Moreover, Pecorari (2003) mentions that the only evidence of culture and educational background as the factors behind students' plagiaristic behavior is the students' and teachers' own expressions, so it is based on "anecdotal evidence."

The over emphasis of product-oriented approach of writing might be another issue that result in student plagiarism. Ellery (2008) claims that one of the reasons why students plagiarize in writing classes could be since they view writing as a product rather than a process. This could be a very valid reason for ESL and EFL settings as students tend to get too focused on the result and the grades that they will get, and the actual process of writing is not seen as important as the results they will get.

To conclude, there may be various reasons behind students' plagiaristic acts. Educating students in this matter starts with recognizing these reasons. However, this

may not be an easy task to achieve, and it puts a lot of burden on teachers' shoulders. Hyland (2001, p.375) says "*dealing with plagiarism while giving feedback is a potential minefield for ESL teachers.*" This could also be considered true for EFL teachers as plagiarism is an issue that needs to be handled delicately. For this reason, the following section of this review will attempt to present some ideas from literature that can help EFL writing teachers to educate their students in terms of avoiding plagiaristic behavior.

### ***Pedagogical Approaches and Classroom Implications to Educate Students***

This section will analyze some studies from the literature in terms of the pedagogical approaches and the classroom implications that they put forward to educate students. The aim of this study is to find out practical classroom implications for EFL writing classes. Hence, the studies that contained these kinds of implications are going to be discussed in this part.

Hyland (2001) conducted a study to explore the feedback giving practices of two ESL teachers, especially when they encountered plagiarism in their students' written work. In addition to the ESL instructors, the data were collected from six students who were taking English proficiency classes at a university in New Zealand.

Using a think-aloud protocol, the teachers gave feedback to six students from two different writing classes. Moreover, these students were also interviewed to gather more information about their plagiarism habits. The objective behind this data collection procedure was to reveal what teachers experience when they need to handle plagiaristic behavior. After gathering the data, Hyland (2001) reached the conclusion that the teachers in the study were hesitant about giving direct feedback when they encountered plagiarism in their students' work. Hyland (2001) explains that instead of directly telling students they had plagiarized, teachers were prone to choosing an indirect method and they only implied that there was something wrong about the homework that students submitted. As a result of this, students were mostly confused and did not really understand what the problem was. Since many ESL and EFL students are already not very knowledgeable about the notion of plagiarism and citation and referencing skills, this indirect approach can cause more damage, creating miscommunication (Hyland, 2001).

Hyland (2001) states that teachers may choose this approach because they do not want to offend their students or hurt their feelings. However, thinking that students will just infer what is implied and correct themselves and their behavior is unrealistic. Hyland (2001) gives the example of a student who could not understand their teachers' indirect and subtle warnings about plagiarism and continued to copy from other texts. This example indicates that this approach is not very fruitful.

It can be concluded that the first thing that the EFL writing teachers should do is to be direct and clear in their feedback when they encounter plagiarism. Hyland (2001) mentions that written feedback may not be enough to make students see the point. Hence, instead of indirect written feedback, these kinds of issues and problems can be turned into a teaching moment for the whole classroom or individual interviews can be carried out with students (Hyland, 2001). Integrating these kinds of topics in classroom syllabus and addressing them directly would help students to learn from their mistakes and not to repeat them.

The second study that is going to be presented in this section is the one that Ellery (2008) carried out to investigate the issue of plagiarism in an academic writing class with 151 students. The main objective of the study was to find out the reasons why students plagiarize, search the relationship between gender, ethnic groups, and plagiarism habits of students and finally to give necessary education to the students. As the context of the study involved an academic writing class and one of the main objectives was to educate the students, this study also presents some implications for the classroom use.

Ellery (2008) mentions that a tutorial program which included reading comprehension, research skills, note-taking, academic writing and referencing and citation skills was designed. These tutorials were carried out in groups of 12 to 15 students. Ellery (2008) states that any signs that indicated that students might have plagiarized were carefully analyzed and when the researcher was not sure whether the student had plagiarized or not, an interview with the student was conducted to learn about the writing process and to understand if there was plagiarism. Also, Ellery (2008) states that most of the students who were found to be plagiarizing were surprised and asked for help to improve themselves.

At the end of Ellery's (2008) study, it was found out the amount of plagiarism that the students committed decreased and very little of this plagiarism was intentional because most of it stemmed from students' lack of understanding related to citation and referencing skills, writing practice and author voice. Moreover, Ellery (2008) mentions that demographic factors like gender and ethnic groups and their relation to the students' tendency to plagiarize were not found out to be statistically significant.

The next study that will be discussed in this part belongs to Davis and Carroll (2009). Davis and Carroll (2009) indicate that it is a must to educate students, especially international students, about citation and referencing in academic writing, stating that even though there were some studies which put forward some methods, formative feedback has not been discussed often. For this reason, they carried out a study looking at the influence of formative feedback on students' plagiaristic behavior.

Davis and Carroll (2009) conducted a study with international students in a university in the UK and investigated the effect of formative feedback practices in terms of four different aspects: *avoiding plagiarism, over-reliance in sources, citation skills and paraphrasing skills*. While giving formative feedback to the students, the researchers made use of Turnitin originality reports.

The study was carried out during a three-year process in an English for Academic Purposes (EAP) class with 66 students. Students were given an education related to academic integrity for six weeks. After this, during the semester, the first drafts that students submitted were entered into Turnitin and the originality reports were discussed in 15-minute feedback sessions with the students. The changes and the improvements between the first and the final drafts of the students formed the data of this study. At the end of the writing process, students' plagiarism decreased to minor plagiarism or no plagiarism. Students stated that even if they found Turnitin effective, they still felt the need for a tutor's guidance. Davis and Carroll (2009) claim that when it is not possible to use Turnitin, teachers can show some examples of plagiarism and teach students not to do the same thing, causing a beneficial learning experience.



Furthermore, Davis and Carroll (2009) mention that handling students' problems about academic writing is vital as it can be seen as plagiarism when students fail to do something correctly even if their intention were not to plagiarize. For this reason, education related to academic integrity should be direct and to the point considering the different contexts that students come from.

Vardi (2012) also carried out a study whose results presented some implications for writing teachers. Vardi (2012) claims that using proper citation skills is not an easy job for writing students and this is especially true for EFL writing students who need to take critical writing classes as it requires students to go through sources, analyze information and synthesize it. Vardi (2012) states that being able to write critically requires not only good citation and paraphrasing skills, but also a set of higher order skills such as interpreting and interacting with the reading materials.

Thus, Vardi (2012) carried out a study with 2500 first year university students who were non-native English users, assuming a critical writing approach to educate these students about academic integrity. This approach required students to analyze, evaluate, synthesize, and discuss information before they used it in their writing. In other words, it required students to interact with the information they found and write what they learned because of this interaction. Moreover, students were told to use their own words and sentences and they were told that they must not commit plagiarism. Making students aware of what plagiarism was a part of the study process. Finally, the students were asked to upload their assignments to a text matching software to check if there were any students who plagiarized. To teach citation and referencing skills, a workshop was carried out and a tool called "Grade Related Descriptor" was created. This tool evaluated students' work in terms of coverage of the content, students' critical thinking and language. Referencing and citation skills were important factors that were sought out in all three components of this tool. Other than this, students were not given any tutorials as the aim was to make students aware of what academic honesty meant through critical writing activities (Vardi, 2012).

Vardi (2012) indicates that it was revealed that there was very little plagiarism that students did at the end of the study and states that it is because of the critical writing approach that made students interact with their writing. Going through the

process of searching for information, analyzing and synthesis made the students become knowledgeable about the topic and teaching them citation and referencing skills helped them stay away from plagiarism.

Gunnarsson et al. (2014) conducted a research which was carried out with the help of the integration of “a plagiarism component” during a Research Methodology course in Sweden. They state that their way of dealing with plagiarism was more educational than punitive as they view the issue of plagiarism as an educational issue (Gunnarsson et al. 2014). This course, “Research Methodology”, was designed with the help of the librarians and the course included educational parts related to giving citations, paraphrasing, referencing. Gunnarsson et al. (2014) indicate that the reason behind the collaboration between educators and librarians is to make sure that students get information related to their own field and subject regarding the rules about citation and referencing. They state that librarians are helpful at this stage to assist students in terms of getting specific information that they need.

During the course, teachers discussed issues related to giving references and citations with their students and provided necessary information. The students in the course were Engineering Master’s students who were responsible for writing thesis proposals and thesis. During the course, they were supposed to work on the different parts of their thesis. A teacher, the course director and two librarians formed the basis of the course in a collaborative manner. Furthermore, students were asked to present weekly reports and got immediate feedback on those, which may have possibly lessened the amount of anxiety they were feeling. This kind of an organized work schedule has the potential to make students less inclined to plagiarize. Moreover, the students were responsible for providing peer review for their classmates (Gunnarsson et al., 2014).

Eight questions were asked to the students at the end of the course, and it was revealed that 18% of the students had not been knowledgeable about plagiarism before the course and 82% of the students learned things that they had not known beforehand. While 85% of the students indicated that they did not know how to give references before the course, 79% claimed that they did not know how to paraphrase and cite (Gunnarsson et al., 2014).

Morris (2016) conducted a study that presented some suggestions and implications to foster academic integrity in writing classes, indicating that an effective academic integrity intervention should focus on skills acquisition and students' critical thinking and writing skills. It is also added that in teaching academic writing, formative assessment and being student centered are very important. Hence, giving regular feedback to students and applying formative assessment carry out importance. Furthermore, it is indicated that peer feedback and self-assessment can be a part of the assessment in writing classes, giving students a chance to take control of their own writing experience.

Morris (2016) puts forward the need to not only educate the students, but also the teachers and faculty members, adding that this education could be carried out online as many institutions started to do with academic integrity modules, tutorials, self-assessment tools, quizzes, and videos. Morris (2016) argues that what could be called "a blended approach" could work the best for teaching academic integrity in the classrooms and it should be multifaceted with making teachers a part of the process in a way that will help them comprehend the notion of academic integrity better and push them to choose the best methods to teach, using different things like guides, digital tools, tutorials, and workshops. Finally, it is suggested that technology can be used to teach students skills and text-matching software like Turnitin can be educational.

Razi (2015) carried out a study to form an academic writing rubric which is valid and reliable named "Transparent Academic Writing Rubric." This rubric which was used to evaluate the writing products of EFL students also included a section which dealt with similarity and possible plagiarism. This rubric had five categories and these categories are *introduction, citation, academic writing, idea presentation and mechanics*. Overall, the rubric had 50 items and each of these items were 2 points.

Razi (2015) used "Transparent Academic Writing Rubric" to assess the written products of 272 EFL students who were studying ELT. As a part of their academic writing class, these students were educated about in-text citation rules, referencing, writing literature reviews, and presenting tables and figures in academic

writing. Moreover, these students took part in 5-minute individual tutorials and went through the writing process, including the brainstorming and the drafts. The results of the study revealed that the lowest scores that the students got were from the in-text citations. Following this, idea presentation seemed to be problematic for students. In contrast, the highest scores were reached in topic selection, match of citations with reference entries and use of tables and figures. Male students were revealed to plagiarize more than female students (Razi, 2015).

Razi (2015) mentions that the idea of submitting their plagiarized writing to Turnitin may have kept some students from submitting their assignment at all as more than 25% of the students did not submit their assignment to Turnitin. This is an interesting finding since it shows that 25% of the students may plagiarize intentionally. It could be valuable to conduct interviews with these students to find out the reasons why they did not submit their assignment.

To decrease plagiarism in the classroom, Sowden (2005) suggests having students do presentations of their writing assignments, stating that presentations may serve as a tool to see how much students know and how much they have done in their preparation for their writing assignment. It is suggested that interviews or presentations which can be conducted with the student to understand if there were any plagiarism can also be used as a form of assessment or as regular check-up or feedback tools while students are in the process of writing. In other words, Sowden (2005) considers oral presentations and interviews as an important part of the assessment process that have the potential of reducing plagiarism and proposes that these should be integrated into the university syllabi starting with the freshmen year. Finally, alongside with other studies that have been presented so far, Sowden (2015) insists that training that the students receive related to citation and referencing skills should be specific to their subjects as well as a general one.

Furthermore, Sowden (2005) indicates that instead of asking ESL students to converge into the new academic environment, it might be more effective to make them reflect on their own educational background and take good sides of it because then, they can integrate these reflections with their new learning experiences to the new educational context that they are trying to be a part of. Also, it is mentioned that

ESL and EFL students should be educated on English language skills before anything else as this might be a factor that might cause them to plagiarize more. If a student plagiarizes despite the efforts of teaching them language skills, only then this could be considered as deliberate plagiarism (Sowden, 2005).

Stephens (2016) divides academic integrity education into three levels and states that these are school-wide education, context-specific education, and individual education, stating that this type of a training requires a communication between the students and the context. What is more specific and more relevant to the aim of this study is that Stephens (2016) describes “*context specific education*” as an approach that can be applied in specific settings such as a writing classroom to promote academic integrity.

Stephens (2016) states that context-specific education regarding academic integrity is most likely to take place all over the world as writing teachers try to warn their students against plagiarism. In other words, writing teachers integrate components such as citation and referencing skills in their classes to teach their students’ academic integrity.

Similar to the studies mentioned above, Adhikari (2018) proposes that students should be taught specific skills such as paraphrasing and summarizing in a genre-based approach and writing instructions should be more direct and clearer. Students should be presented with concrete and easy to understand examples. Moreover, it is necessary to give students enough time and opportunities to practice the practical skills that they learned. Showing students some research papers as examples can be an effective method to make them comprehend better. Adhikari (2018) also states that teaching students annotation can be an effective way of integrating citation skills and finding out their own voice in writing. It is also stated that while teaching these practical skills, a friendly and motivating classroom atmosphere should be established. Also, extra tutorials or feedback should be given if there is a need. Adhikari (2018) also mentions that the writing process is as important as the product and the teachers should be attentive and supportive during the writing process.

The final study that is going to be discussed belongs to Stander (2020) which investigated the effect of translation on the amount of plagiarism that 73 first year ESL students did at an extended degree program. It is mentioned that the students in this program possessed low level reading and writing skills and were in need of training related to paraphrasing. In order to educate the students about the paraphrasing skills and warn them against plagiarism, some tutorials were carried out. These tutorials were carried out in classrooms and students had the chance to go to the Writing Center of the school to get more help.

In the first phase of the study, students wrote the first drafts of their essays, and the amount of plagiarism was found out to be high. Following this, in the second phase, the translation method was used in order to decrease the amount of plagiarism. Stander (2020) states that translating a text from English to their native language and then translating it to English again would help students comprehend the text better. As a result of this better comprehension, students would be able to paraphrase the text better. When they can manage to come up with a better paraphrased text, the amount of plagiarism can also decrease. Stander (2020) specifically states that students in this study did not make use of any translation software and completed all the translation stages themselves.

Stander (2020) mentions that identifying plagiarism and educating students to avoid plagiarism are different from each other and indicates that due to their lack of knowledge related to referencing skills, students were found out to plagiarize more in their first drafts. Nonetheless, with the help of the tutorials, students had a better understanding about the referencing and the citation process, and the amount of plagiarism decreased.

Finally, Stander (2020) suggests that writing teachers need to come up with clear and creative approaches and tasks in order to educate and keep their students away from plagiarizing. Stander (2020) adds that the method that is being used depends on the context and the students, so teachers can use many methods like writing exercises, reading comprehension exercises, and summarizing.

## Conclusion

**Table 1.** A summary of the classroom implications mentioned in the literature review.

Study	Classroom Implications
Hyland (2001); Davis and Carroll (2009)	Giving students direct and clear feedback, creating teaching moments while giving feedback
Sowden (2005)	Having students make presentations, conducting interviews with students, specific training for paraphrasing, citation and referencing skills, teaching language skills, helping students to reflect on their educational background and take what is effective to integrate with the new
Ellery (2008)	Using a tutorial program which includes reading comprehension, research skills, note-taking, academic writing and referencing and citation skills
Vardi (2012)	Employing a critical writing approach, teaching referencing and citation skills
Gunnarsson et al. (2014)	Establishing a collaboration between educators and librarians, teaching referencing and citation skills for specific genres, asking students to submit weekly reports
Morris (2016)	Focusing on skills such as critical thinking and writing, applying formative assessment, giving regular feedback, peer feedback and self-assessment, educating the teachers, using Turnitin
Razi (2015)	Using a specific rubric which has citation and referencing components, teaching in-text citation rules, referencing, literature review, parts of academic papers and presenting tables and figures in academic writing, five-minute individual tutorials
Stephens (2016)	Focusing on the context and individual while teaching academic integrity
Adhikari (2018)	Teaching specific skills such as paraphrasing and summarizing, genre-based approach, clear and direct instructions, concrete, and understandable examples, practicing annotation, friendly atmosphere, extra tutorials, feedback, writing process is important
Stander (2020)	Using translation and back translation, creative assessment tasks, teaching referencing and citation skills

Every context is different. Therefore, every classroom needs different approaches and implications. However, having a list might be useful and the suggestions in the list can be adapted to be appropriate for the context. Table 1 summarizes the implications and suggestions that have been discussed so far.

One common point of the articles and studies that have been mentioned so far is the fact that almost all of them suggest that educating students in terms of citation, referencing, paraphrasing, and summarizing skills can keep them away from plagiarism (Sowden, 2005; Ellery, 2008; Vardi, 2012; Gunnarsson et al., 2014;

Adhikari, 2018; Stander, 2020). Stephens (2016) emphasizes the importance of context and individual in educating students. Hence, it can be concluded that teaching these basic skills should be established considering the factors of the context and materials should be designed accordingly.

Other than teaching these basic skills, there have been other approaches as well. For instance, Stander (2020) made use of translation and back translation in students' writing process and found out that it caused the amount of plagiarism to decrease. Similarly, Razi (2015) designed a specific rubric that included points related to citation and referencing, causing students to see that these components are necessary and serious issues to consider when they write. Moreover, looking at the issue from a teacher's perspective, Hyland (2001) stated that the way teachers dealt with student plagiarism should be direct and clear in order not to cause any miscommunication.

In short, it is not an easy matter to educate students in this issue; however, it is not impossible. As contextual factors should not be ignored, the value of the education that is given in the classroom is not small. Hence, this gives many responsibilities to the writing teachers who teach EFL students. These writing teachers have a big role in teaching basic skills like citation, referencing and paraphrasing to their students, creating a friendly, educational atmosphere at the same time.

### **Notes on the contributor**

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