

TEACHING ENGLISH AS A FOREIGN LANGUAGE LEGALLY: AVOIDING PLAGIARISM IN LITERARY ANALYSIS

Houda BOUMEDIENE

University of Amar Thelidji Laghouat

univ.boumediene@gmail.com

Fatiha KAID BERRAHAL

School normal superior (ENSO), Oran, Algeria.

berrahalf@gmail.com

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Corresponding author. Houda BOUMEDIENE. mail: univ.boumediene@gmail.com

Abstract:

The current study sheds light on the importance of literary analysis in Teaching English as a Foreign Language (TEFL) in general and English Literature in particular. Literary analysis is an opinion-based type of essay that makes a point about a work of literature usually a poem or short story. Typically, a literary analysis makes a point about literature, and then supports that point by discussing the literary elements. This process is usually considered by EFL students to be very hard. Thus, they simply plagiarize. Plagiarism is a very serious offense; it's an intellectual theft that may result in severe penalties. The current work on avoiding plagiarism aims to solve this problem. Its purpose is to assist students to identify and prevent such practices by following some guidelines. We hypothesize that our sample will not plagiarize unless they paraphrase using other words or they acknowledge the original sources. Later, we wonder if using Bloom's Taxonomy will solve the problem or not? The qualitative research method is adopted based basically on two questionnaires designed for five teachers of literature and 50 second-year LMD students at the Department of English - University of Laghouat. The study took place during the second semester.

The findings proved our hypothesis and come up with using Bloom's Taxonomy as an effective tool in literary analysis; which can enhance learners' thinking abilities, and henceforth, we recommend teaching some guidelines about how to paraphrase, how to acknowledge others' works, and how to use Bloom's Taxonomy of thinking in literature classes to avoid Plagiarism.

Keywords:

Bloom's Taxonomy; paraphrase; plagiarism; literature; TEFL

1. INTRODUCTION:

The English language is considered as a very important language around the world, because it's the language of worldwide communication and development and teaching English as a Foreign Language (TEFL) has no exception. In fact, it has been consistently growing in the late years and it cannot be successful without teaching English Literature (Davis, 2011). Further, Many researchers claim that practicing literary works' analysis is a helpful means to improve the learners' thinking skills and to enhance their literature writing, the author's literature creation is related to the language development, so when the individuals are using their ability in order to reveal new objects, they are considered as creative subjects .Literary works can take different forms: novels, short stories or drama. Analyzing literary works has an essential role in enhancing literature writing and developing thinking skills for the learners to make them creative writers and creative thinkers (Bairmani et al,2021)

2.Literature Review

Analyzing literary works is related to developing thinking skills, because it helps the learners to draw their own interpretation of the literary text, and encourage them to develop their own assumptions about the text. Moreover, it helps them to identify the problem and gathering information about the text. Literary analysis mainly, its emphasis is not to give your opinions about the text, but it's on the interpretation and the analysis of the text itself (McGee, 2002).

Analyzing a literary text for students is not an easy manner, the reason that led them to commit plagiarism. Plagiarism is a process used by the learners through their analyzing a literary text. That is to say, when students taking others' works without mentioning the source. A number of sources tackled with this issue, as well as Klein's interdisciplinary journal dealt with plagiarism. Plagiarism is performed by learners in higher education without knowing that action is could be considered as an academic dishonest. Klein (2020) claimed that many students performed plagiarism in their work which considered dishonest. This means any action of taking others' ideas is dishonest. Analyzing a literary text by using others' analysis is considered plagiarism. Learners copying is become a common norm, besides that the process of plagiarism depends on the learners' use of the internet, because the internet has made knowledge available for everyone to access.

Evans (2020) argued that plagiarism is considered as a complex concept because everything can be owned and soled involving ideas, knowledge, and art are created by individuals which they have the right of ownership. The influence of the Internet and social networking on communities and how they conceived the availability of knowledge make their communities used it in negative way such as cheating and stealing ideas. Davidson (2021) regarded that the internet alone is responsible for the rise of plagiarism, therefore, the internet is a technological tool determines in the process of copying and pasting, in which the learners want to look for analysis of a literary text where they will just copy and paste information from the internet, this reflect on the weaknesses of their critical thinking. Thus, students commit plagiarism due to many causes such as luck of proper education on what plagiarism means, the lack of consequences of this action. Therefore, the use of technology will effect negatively on the students' work. So, the value of academic writing and the previous discussions about plagiarism can help students to fill the gap and to get well understanding about the consequences of plagiarism and helping them to improve their literature writing and become more responsible writers.

3. STATEMENT OF THE PROBLEM

Analyzing literary work process is one of the most difficult tasks that students are asked to accomplish. Second Year LMD students at Laghouat University are the best to face difficulties when they are asked to analyze literature –according to their teachers- The problems that students are facing vary; mainly because they lack the knowledge about how to analyze literature without Plagiarizing; and though our students are motivated to learn literature, they always commit plagiarism in their literary productions.

4. AIM OF THE STUDY

The academic purpose of this study is to find out the appropriate way to develop literature writing of the EFL learners. This study is going to emphasis on the impact of practicing analyzing literary work on the students' literature writing. Furthermore, this study aims to come up with the main strategies solve plagiarism in literature writing. Also, the objective of this study is to develop and enhance the students' ability to analyze literary work by using a set of thinking skills.

5. RESEARCH QUESTIONS

The EFL learners have many difficulties in literary analysis and interpretation. Thus this study trends to raise answers to the following questions:

- Why do undergraduates' students commit plagiarism?
- Why undergraduates' students are facing problems in the literary analysis?
- What are the best strategies that they should follow in order to avoid Plagiarism in literary analysis?

6. RESEARCH METHODOLOGY AND TOOLS

This research is an experimental study in which the questionnaire is used to identify the comprehension level of the learners in literary analysis. It is used as an effective tool in order to collect sufficient data for the study. In this study, there are two forms of questionnaire that will be used, the first questionnaire will be delivered to 5 Second Year teachers of literature, at the Department of English- Laghouat University; the second one is delivered to 50 Second Year License students of English as a foreign language, at the same Department. Then give the students a brief explanation of Bloom's Taxonomy. The data were collected from the answers to both questionnaires about literary analysis and the use of Bloom's Taxonomy in analyzing literary works.

7.ANALYSIS AND INTERPRETATION OF DATA

7.1 Analysis of Teachers' Questionnaire

The purpose of this questionnaire is to know students' problems in literary analysis and to find some solutions for them according to their teachers' views. The research questions are in form of sectors as follows:

Q 1: To what extent do you think your students value the importance of literature in learning English as a foreign language? In this question, (20%) of teachers think that the students value the importance of learning English literature with very much important, 3 teachers who represent (60%) think that their students value of learning English literature is important, others (20%) consider that the importance of learning English literature towards the value of students is little; however, no one claim that the importance of learning English literature is not important. From that point, it is obvious that the majority of the teachers agree that their learners need to learn English literature.

Q 2: To what extent do you think your students need to practice the analysis of a literary text? The answers of this question show that all teachers (80%) report that learners need so much to practice how to analyze a literary work, but only one of them (20%) claim that learners need much more to practice how to analyze a literary work. From these answers, we can notice that the majority of teachers agree that learners should practice analyzing a literary text in order to be creative writers.

Q 3: Have you ever discovered cases of plagiarism? The answer of this question reports that all teachers find plagiarism every day. This means that most students are committing plagiarism and produce works which are not theirs. They cannot rely on themselves.

Q 4: In your opinion from which source your students get their literary analysis? 3 teachers (60%) from 5 teachers point that the 2nd year students are relying on websites in their literary analysis; however, 2 teachers (40%) think that their students are using books. This means the majority of students are using the websites in their work because they are rich with information and explanations about any literary work and which are easy to access and get at any time more than books.

Q 5: Do you believe that plagiarism and cheating could be reduced by making students more responsible for their own learning? The question was asked if plagiarism and cheating may be reduced by making the students more responsible, all teachers answer yes they can reduce if they want and if they learn the necessity to acknowledge the resources. They should be conscious and understand that plagiarism is unethical.

Q 6: What are the main reasons that led students to commit plagiarism? Concerning the reasons behind students' plagiarism, 3 teachers (50%) think that students' use to plagiarize because the fear of failure, while 3 other teachers (50%) think that students are ignoring the academy's value system, when one of them reports both of fear of failure and ignorance of academy's value, but no one agree about the failure of faculty to report genuine plagiarism. This may make a sense that students are committing plagiarism because they think that this process may solve them from failure and make them successful once in their study, but they are totally wrong and they do not think that by using this process they will lose the critical thinking skill and they became less creative writers.

Q 7: What are the different strategies that help students to avoid plagiarism? This answers show that 3 teachers (37%) believe that the strategy that may help students to avoid plagiarism is to teach them how to use Bloom's Taxonomy in literary analysis to avoid plagiarism, 2 teachers (25%) inform that to avoid plagiarism is to teach them how to acknowledge the source, while 3 teachers (38%) believe that to reduce plagiarism is to teach them the proper paraphrasing and summarizing.

Q 8: Do you provide your students pieces of information about your point of view on plagiarism? The question is asked whether the teachers give to the learners their opinions about plagiarism or not, the answer is 4 teachers (80%) say that yes they provide their learners their point of view about plagiarism; however one teacher inform that she does not give her learners pieces of information about plagiarism, in which may make a sense that the majority of the teachers provides their learners pieces of information about plagiarism.

Q 9: How do you try to solve such problems? When they are asked about how they can solve such problems, the answer is one teacher (12%) informs that to solve such problems is to giving them home works, 4 teachers (50%) report that to solve problems is to advise them to read novels, however, 3 teachers (38%) claim that in order to solve problems is to give the learners the main strategies to avoid plagiarism. I personally agree with the majority's view that learners lack strategies to avoid plagiarism.

7.2 Analysis of the Students' Questionnaire:

Q 1: Do you think that you know how to analyze a literary text? The figure above explains to us if students know how to analyze a literary text, the answer was 23 students (47%) know how to analyze a literary text, whereas 26 students (53%) did not how to analyze a literary text. From that point we can consider that most students are not familiar with analyzing the literary text, the fact that there is a lack of the main strategies of analyzing literature, maybe because the curriculum of 2nd year students does not consist of the basic strategies to help students to be closer to literary analysis.

Q 2: When analyzing a literary text, do you use your ideas, thoughts, and language? This figure entails that there is equivalence between the students' result, 25 students (50%) are using their ideas, whereas 25 students (50%) report that they are not using their ideas. The main aim of asking this question is to confirm if students' are creative enough to criticize themes and interpret others. And it seems they are not.

Q 3: When you are asked to do an analysis about a literary text, do you use? In this figure most students preferred the Internet as a means of research, 43 students (84%) preferred to use the Internet, but only 8 students (16%) used to use library. We may see that the majority of them are Internet-based research; they are updated with the technologic era. The fact that makes them lazier and do fewer efforts to really analyze a literary work, and by borrowing others' thoughts they are losing the ability of thinking and be creative in production.

Q 4: Do you face problems during analyzing a literary text? The figure above explains to us how did students use others' works, 22 students (44%) acknowledge the source while 28 students (56%) just taking others' ideas without acknowledging the resource. The majority of them do not know how to use others' works, which means they do not know how to cite their resources appropriately.

Q 6: When you start analyzing a literary work, do you know what the text is about? The question was asked about students' understanding to the text. Here 18 students (36%) report that they understand the meaning of the text or what is it about; however, 32 students cannot understand the literary text during the analysis. The goal of this question is to see whether or not students are using the first level of Bloom's Taxonomy which is knowledge' Normally they should have an idea about the literary work, its main themes, characters, and the writer ...and so on before the analysis.

Q 7: When you analyzing a literary text do you use to take notes or to write a brief summary about what you have understood from? 19 students (37%) claim that they do; however, 33 students (63%) report that they do not write anything even keywords. From this question we can say that the majority of students do not know any strategy that may increase the literature's comprehension, and that is the second stage of Bloom's Taxonomy.

Q 8: Can you ask questions about the text when analyzing, in order to develop a set of instructions about it ? The aim of this question is to know if students can ask questions in order to understand the work . Here 12 participants (24%) said yes they can ask questions and develop information from their answer; whereas, 38 participants (46%) report that they cannot ask questions because of the complexity of the language.

Q 9: When you are analyzing a literary text can you imagine the end ? This question aimed to see to what extent students can use their imagination and their thinking during the analysis. The answer was 8 (16%) students said yes they can guess what may happen at the end of the literary piece. However, students (84%) argue that they cannot imagine what may happen without reading the end .We understand that the majority of our sample do not read a lot and they may have problems in literature' comprehension and interpretation as well.

Q 10: when you are reading a literary text, can you guess another vision to the events of the story that you have read? The purpose of this question is to see students' ability to change and reformulate a literary work. 21 students (33%) argue that they can suggest another vision for the piece of literature, but 29 students (67%) cannot apply their thoughts differently .They cannot even use other readings' ideas. They neglect the application of the previous knowledge –that is the last stage of Bloom's Taxonomy.

Q 11: Do you know how to paraphrase? This figure shows to us students' paraphrasing of written ideas, 26 students (52%) report that they did not know how to paraphrase sentences. The fact that will lead them to take others' ideas, thoughts, and works and commit plagiarism.

Q 12: Why students used to plagiarize? The goal behind asking this question is to know why students use to plagiarize, 25 students (50%) claim that they use to plagiarize because of the lack of the main strategies to avoid plagiarism. They commit plagiarism due to two main reasons, the first one is the lack of information; they don t know how to analyze; they cannot understand what they read .The second one is that students are not familiar with the main strategies to avoid plagiarism.

Q 13: Do you think that if you use others' works with citations, is it plagiarism? The question was about if the students use someone else's work with acknowledgment of the original source is it plagiarism. The answer is 24 students (48%) choose the first answer which yes, while 26 students say no it is not. The fact that the majority of them know if they took others' works without mentioning the source they commit plagiarism.

8. CONCLUSION

The results demonstrated that students are committing plagiarism due to many reasons; plagiarism for students is unknown phenomenon or they do not have an idea about paraphrasing, they do not know how to use Bloom's Taxonomy, they lack the necessity of acknowledging the original source as they lack its process. The current study aims to find out an effective solution to the students' problem of plagiarism in their literature writing, and the use of Bloom's Taxonomy is considered as a significant tool in analyzing literary text and hence avoiding plagiarism. According to this study, for determining good analysis students should develop the skills of Bloom's Taxonomy in their literary analysis in order to enhance their literature writing and to be creative writers. Also, we find that teaching them the principles of paraphrasing others' works and how to acknowledge the original resources are very effective for them for not plagiarizing. Further, many other studies are recommended to be done about this topic utilizing another tool to find out other solutions to the suggested problem.

7.Figures

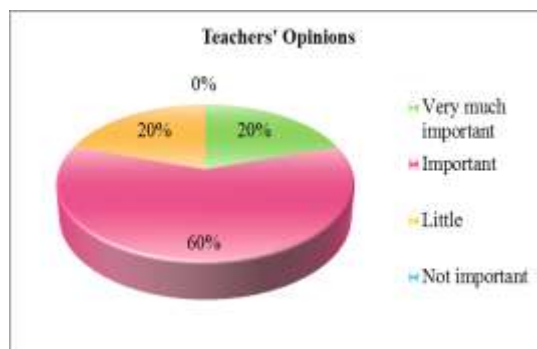


Fig.1. Teachers' Opinions towards Teaching Literary Analysis

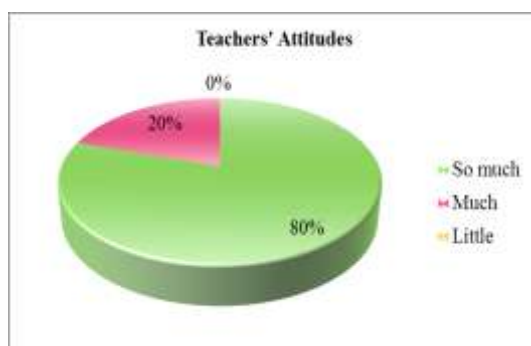


Fig.2. Teachers' opinions towards Students' need to practice analyzing literary work

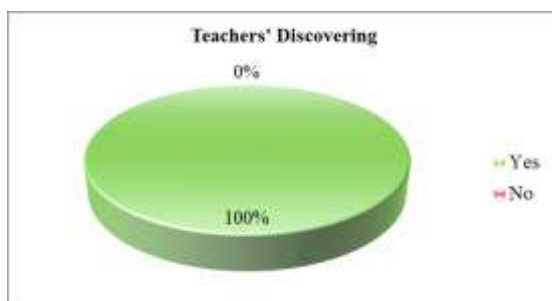


Fig.3. Percentage of Plagiarism

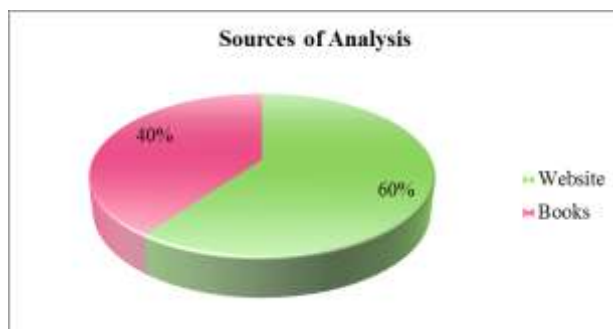


Fig. 4. Sources that Students' used in their Literary Analysis

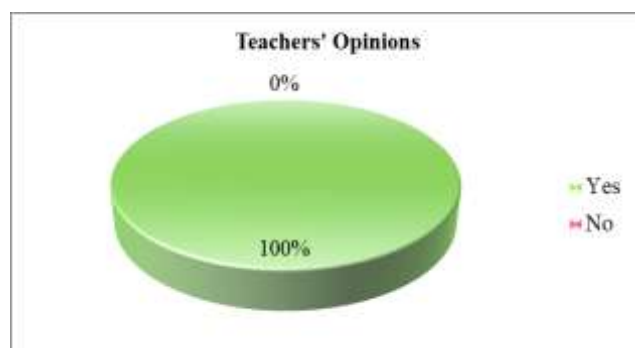


Fig. 5. Teachers' Opinions towards Reducing Plagiarism and Cheating

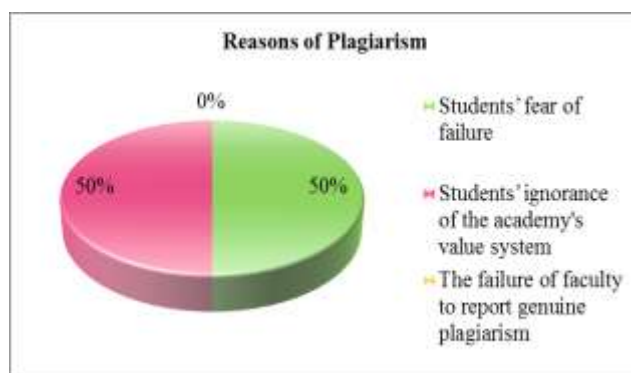


Fig. 6. The Reasons behind Students' choice to plagiarize

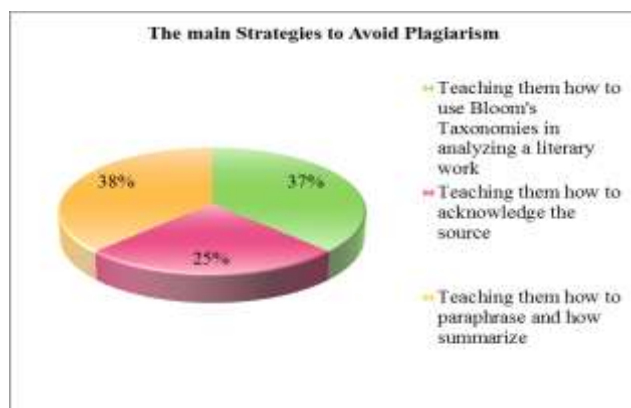


Fig.7. The main Strategies that help Students to Avoid Plagiarism

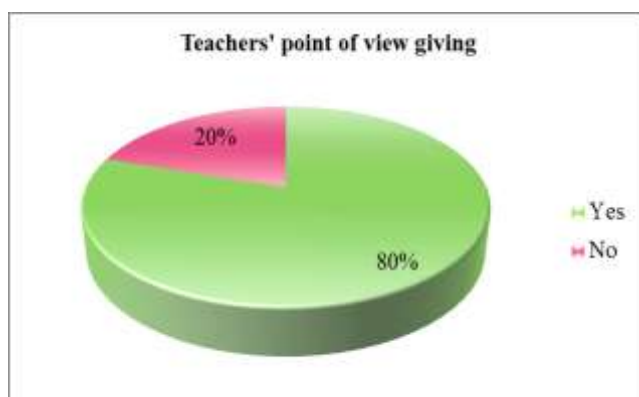


Fig. 8. Teachers' Point of View about Plagiarism

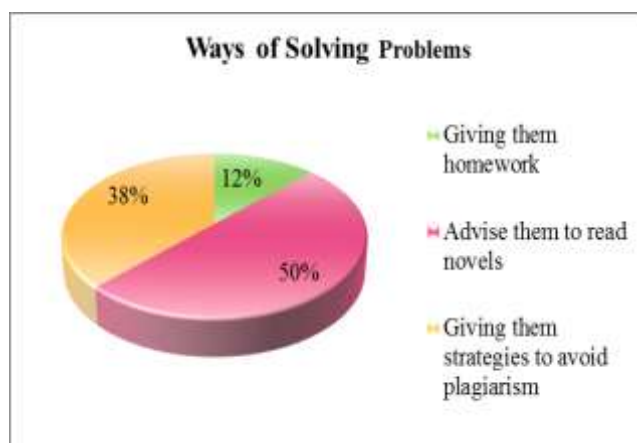


Fig.9. The Ways that Teachers Use to Solve Problems

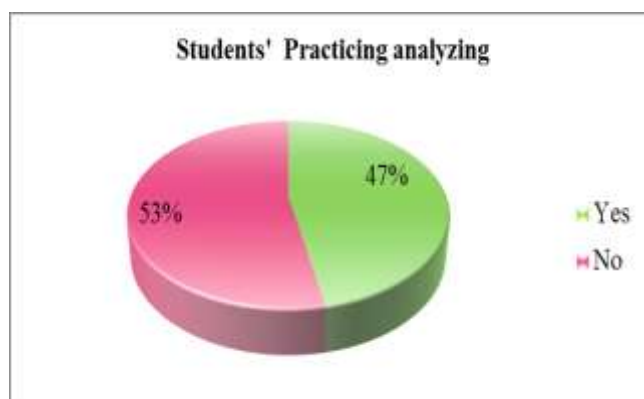


Fig. 10. Students' Practicing Literary Analysis

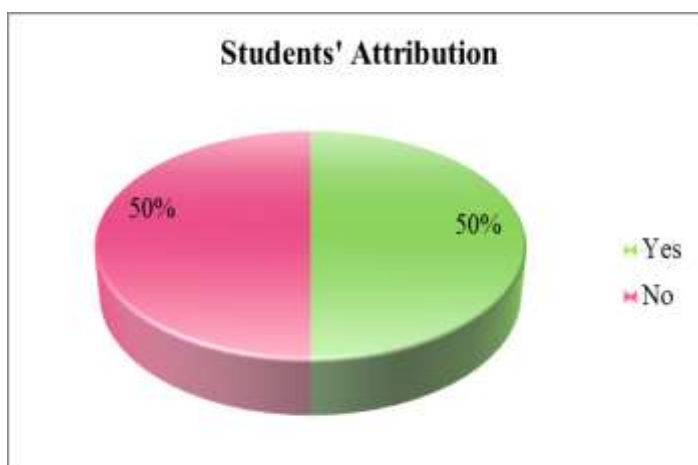


Fig. 11. Students' Attribution of using Their Ideas

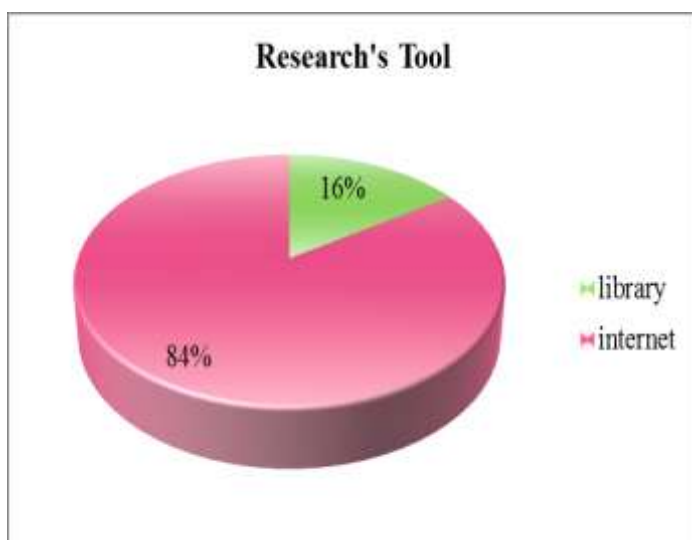


Fig.12. The Research's Tool that used by Students

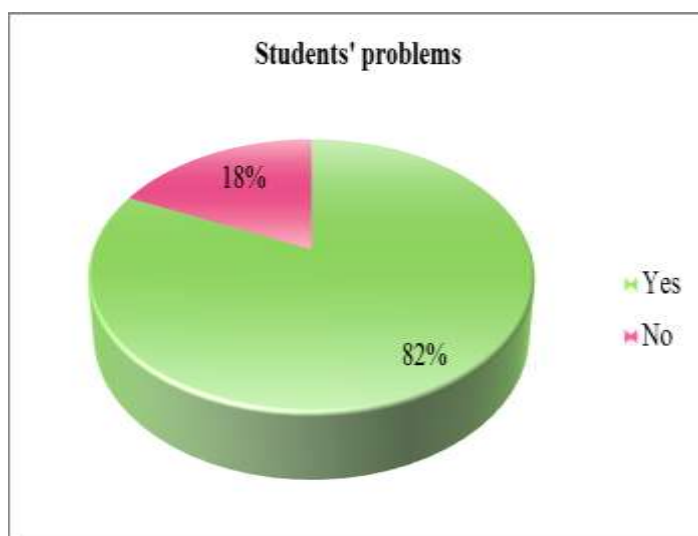


Fig.13. Students' Problems in Analyzing a Literary Text

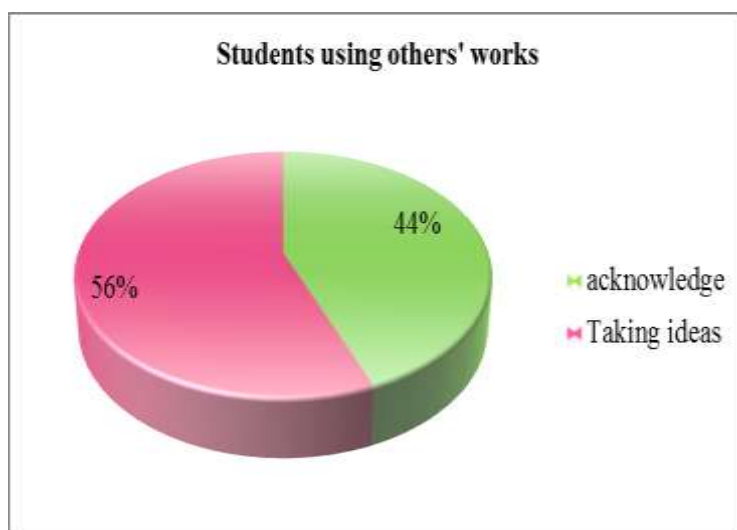


Fig. 14.Students' Using Others' Works

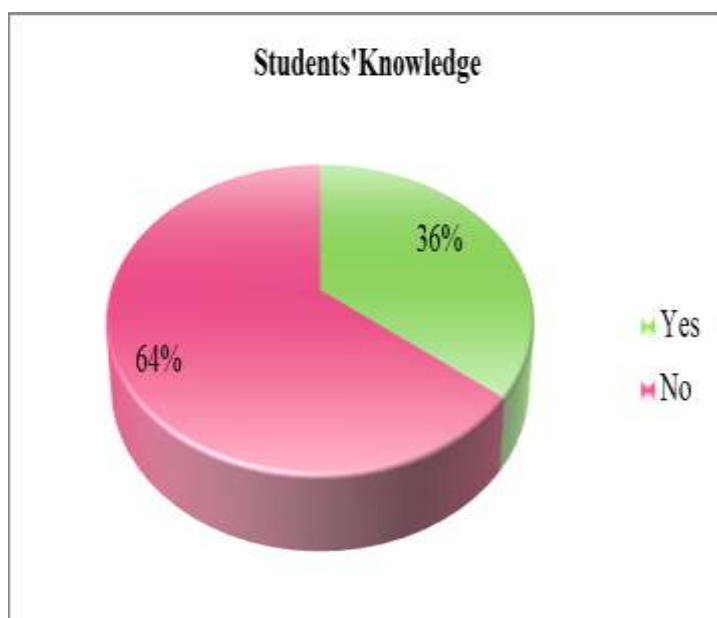


Fig.15. Students' Understanding to the Literary Text

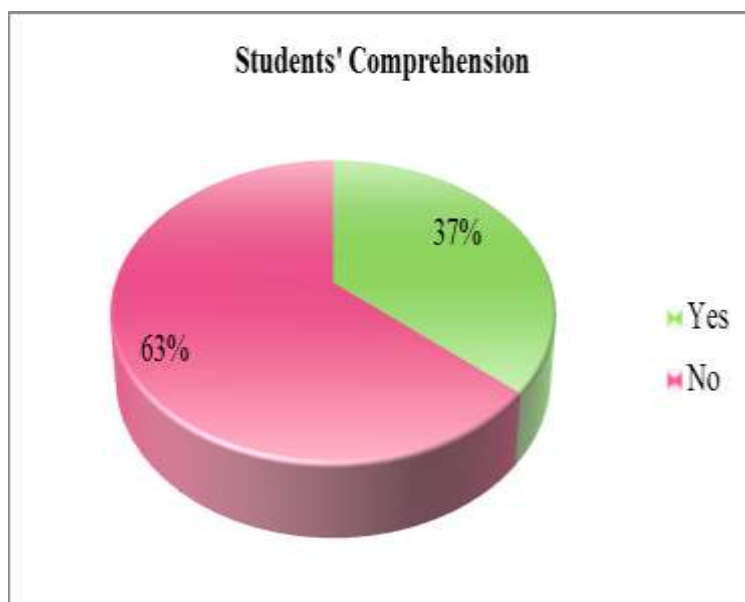


Fig.16. Students' Taking Notes

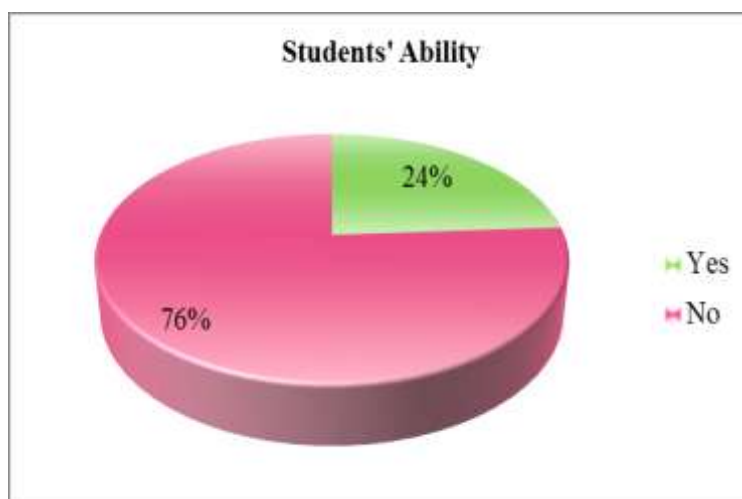


Fig.17. Students' Ability to Ask Questions

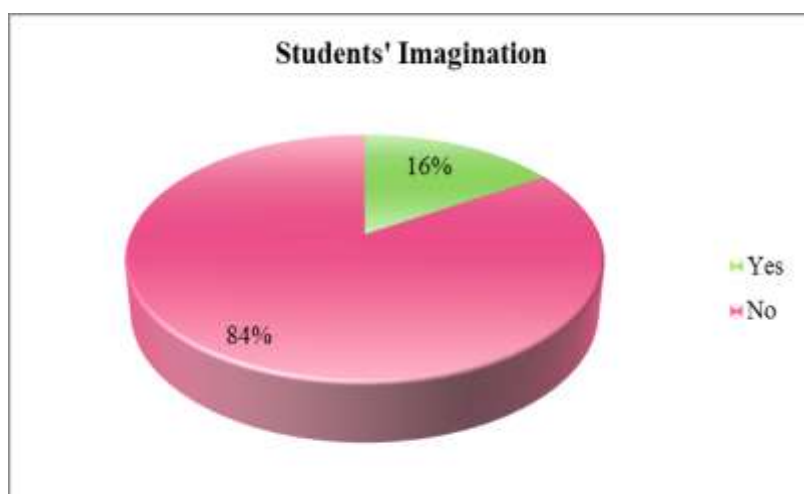


Fig. 18. Students' Using their Imagination

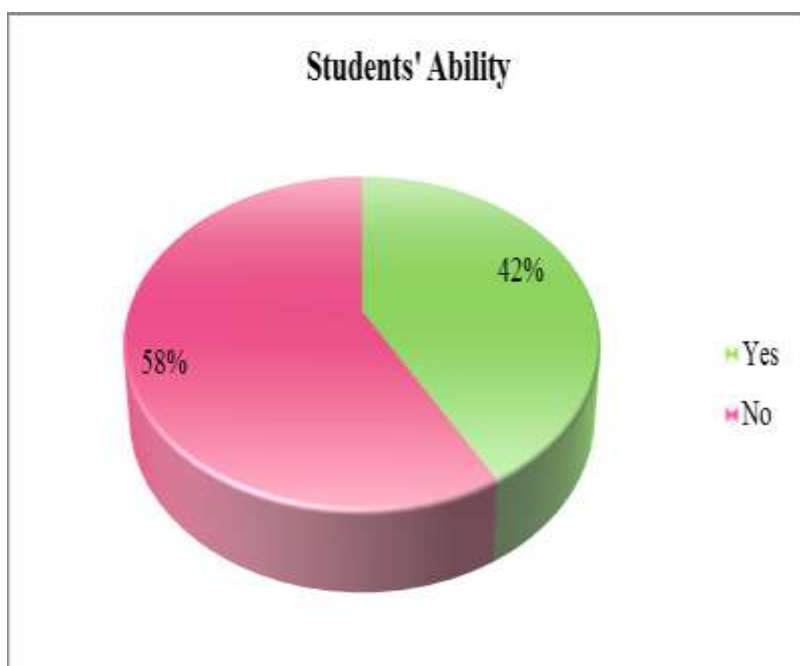


Fig.19. Students' Ability to Change and Reformulate

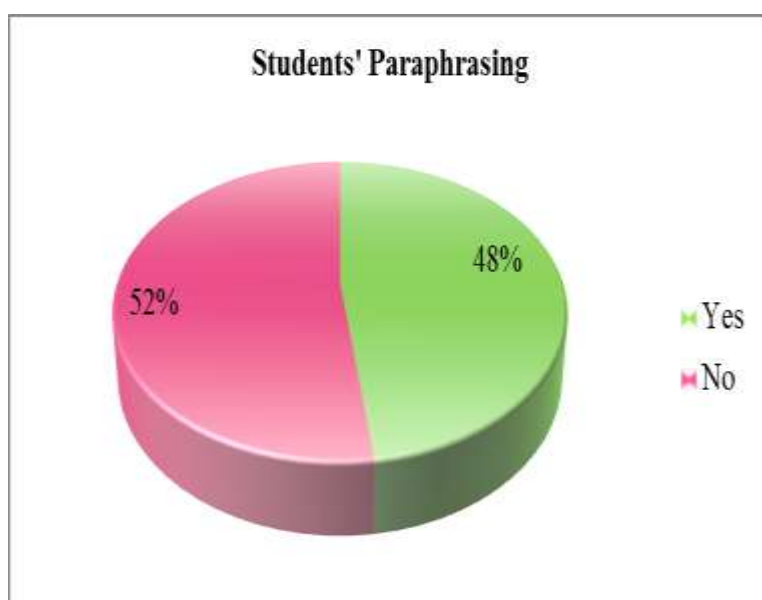


Fig. 20. Students' Paraphrasing

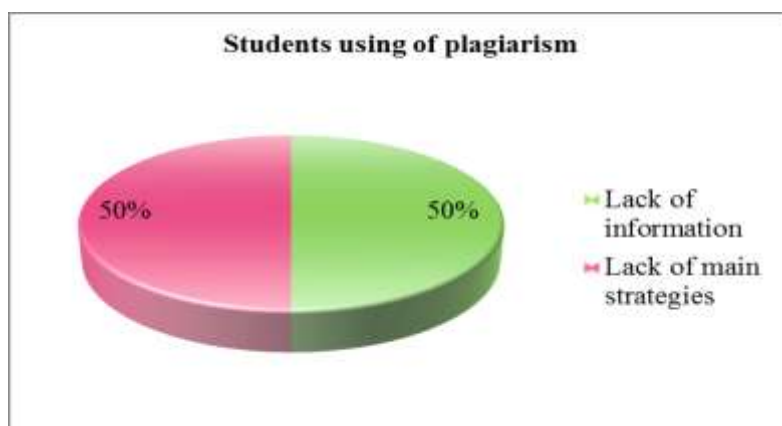


Fig.21. The main Reasons of Students' Plagiarism

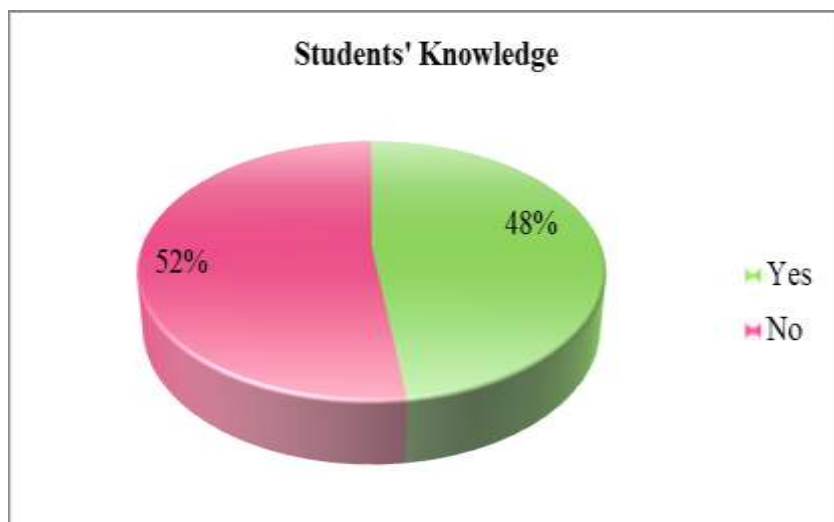


Fig. 22. Students' awareness about plagiarism

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