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AN INVESTIGATION INTO AVOIDING PLAGIARISM IN LITERARY ANALYSIS

**The Case of Second Year Students of English at Amar Thelidji
University - Laghouat**

A dissertation submitted to the Department of English in partial fulfillment for
The Requirements of a Master Degree in Literature and Civilization.

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A Declaration of Authenticity

This work is dedicated to:

To My loving parents whom I will never be able to give back their love, care, and mercy.

To my kind-heart sisters; my brother, my entire relatives, and my fiancé.

To all my teachers in the Department of English – Laghouat University special thanks to

Mr. Kourdourli and Mrs. Outhmani.

To all my friends and my colleagues in the Department of English.

To all the people who know me.

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I am most grateful to **Mrs. Houda Boumediene**, because this work would never be accomplished without the precious help and unreserved guidance of my supervisor and without her enthusiastic advice and encouragements.

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A term of thank must go to the academic contribution for accepting to read and evaluate my dissertation.

Abstract

This study sheds light on the importance of literary analysis in learning English Literature. A 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 plagiarise. Plagiarism is a very serious offence; it's an intellectual theft which 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. 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 of the academic year 2017-2018. The findings confirmed our hypothesis and came 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.

List of Abbreviations

TEFL: Teaching English as a Foreign Language

EFL: English Foreign Language

EL: English Literature

IT: Information Technology

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General Introduction

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General 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 (Taber). Further, Many researchers claim that practicing literary works' analysis is a helpful means to improve the learners' thinking skills and to enhance their literary analysis, 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 (Matajc).

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 (Esplugas and Landwehr).

1. Background of the study

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 (Esplugas and Landwehr 450). Using thinking skills in literary analysis helps the learners to construct the knowledge about the text i.e. to grasp the hidden message about the text which the writer wants to convey. When the learners want to describe or analyze a literary work they make an evaluation about it. 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 2).

2. Statement of the Problem

Analyzing literary work process is one of the most complex 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

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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.

3. Aims of the Study

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

4. 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 undergraduates' students resort to 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?

5. Hypotheses of the Study

Literary analysis is composed of Bloom's Taxonomy; to analyse a literary work needs to enhance thinking skills of learners. This study proposed a solution to develop students' thinking skills in order to avoid plagiarism. The suggested tools to enhance students' literature writing are the use of Bloom's Taxonomy. So, we hypothesize that using thinking skills in literary analysis will develop the literature writing in EFL students' analysis practices; besides teaching them how to paraphrase and how to acknowledge the others' resources.

6. Rationale

To illustrate, for our hypothetical study of avoiding plagiarism in literary analysis, consider three options descend from the general to the specific. The first one is the use of Bloom's Taxonomy in analysing literary work in order to enhance learners thinking skills. The second one is to teach the learners how to paraphrase

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others' works. The third one is to make the learners familiar with how to acknowledge the original resources. Thus, this study determines with give the learners the appropriate way in order to help them to avoid plagiarism when analysing literary work.

6. Research Methodology and Tools

This research is a descriptive analytical 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. Organization of the Study

This dissertation contains two parts with three chapters; the first chapter involves the Theoretical Background in Literary Analysis in which we provide our readers with the definition of literature and the process of interpreting a literary text. The second chapter determines the problem of Plagiarism in literature as well as a brief summary of the related studies .However, the third chapter is purely practical and it contains the experimental study and its proved results of the three found solutions for Plagiarism phenomenon.

Chapter One

Literary Analysis

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1.1. Introduction

Nowadays, English studying can refer to many interrelated things such as language, literature, and culture. The overlap of these three major fields concerned with all the various personalities and people, time and place, word and world, real and imaginary. Thus, when speaking about these varieties of English, it should be English literature. English literature is about writing in prose form or in poetry form, this writing is attempted to grasp literature in history. Literature is considered as a part of history because it is in and among history. Literature is not just only the words on the page, but it is the text in itself. The connection which is made between the words of the text shows that the content includes the writer's personal circumstances and the historical events of the world. Moreover, the content contains all the events, moments, and modes of reproduction and reception which we read and study now (Pope).

1.2. The Historical Background of English Literature

In order to understand the history of English literature, we should look to the main periods which English Literature has developed and divided. This division is considered as a matter of relaxation; however, it is helpful for the purposes of the study. Therefore, Literature is coined by many characteristics of subject-matter, as well as, tone and style. The history of English literature concerned with the nature and the value of the particular contribution of each writer. English literature as a whole has changed from one generation to another. The history of English Literature, not only a history for literature in itself, but it also shows the clear idea of a place which each writer belong to or occupies in it, besides that, his relationship with those who went before, and those who came after the writer. Moreover, this history explains to us the influence of the writer on his followers, in their thoughts and style (Hudson 8).

English literature can describe fictional or imaginative writing because it uses language in a particular way. Literature is up to how the reader decides to read, not to the nature of what is written (qtd.in Wolfreys).

1.3. English Literature and Creative Writing

Creative writing is considered as one of the important elements in literature writing. Students of English literature needs to learn how to study literature, and how to practice it, through interpretation and analysis of a literary text, in order to express themselves throughout grasping the main remarks about English Writers, as well as Jane Austen and Shakespeare to make their knowledge rich and to overcome all the main points which related to literature (Pope 11).

Literature and writing are related concepts. The term writing used in many concepts, such as handwriting and printed once. Literature students have the opportunity to undertake creative response when studying a literary text in EL. Therefore, literature is used as a justification for creative writing. Creative writing helps students to reflect not only on the literary work but also to reflect on their own creative process as writers. For instance, they can reflect the details of the narrative, characters, imagery, and other details related to the text. Moreover, the interpretation of the text involves personal response of the students which reflect their experiences to the texts they are studying in EL (Green).

The study of literature is concerned with the acts of the individual and his creativity, students' creativity is depending on their choices texts and authors; also the individual can share his experiences from the text. "The creation and recreation can and should be explored by students through their own writing." The basic element of engaging creative writing is how the author addresses the reader. That is to say, every word in the text has an answer to the reader (Green 10).

In a literary work we can see that there is a correlation between the reader, the author, and the text; however, both of the reader and the writer sharing the contrasting meaning of the text. Indeed the creative and re-creative response is depending on students' developing of the text. Thus, the creative interpretation of the students is occurring in writing process, students' thoughts about creative response through the literary text enrich their writing (Green).

1.4. The Interpretation of Literary Process

The process of analyzing and responding any short piece of literary text helps students to be more interested in literature. Analyzing a literary text is a process that makes up the whole unit is examined. The unit can be a poem, a short story, a novel, an essay, artwork, or a film. This unit is interpreted by students in order to get well understanding about how this a piece of literature is working, how it can convey a whole meaning of such an idea, and how it effects on the reader.

There is a system theory which concerned with the field study of the literary text; this system is simple and clear and it used in different branches natural, technical, and social sciences. System theory is a new scientific paradigm which aimed to formulate logical and mathematical laws and to integrate various disciplines with regard to terminology and methods (Sadowski).

Marian Mazur formulates the system theory as a set of interrelated elements author-text-reader relationships.

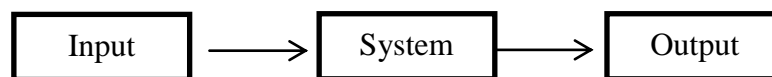


Figure 1.1: The Structure of the System

Mazur introduces the following terminology conventions:

Stimulus (S) is an input to a system;

Reaction (R) is an output of a system;

Reactivity (r) is a ratio of the reaction of a system to the received stimulus:

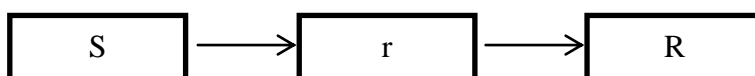


Figure 1.2: The Reaction of the System

The simple transformation gives us the following formula:

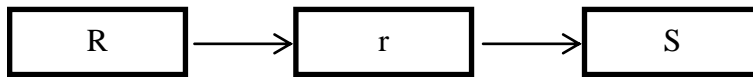


Figure 1.3: Transformation of the System

This formula tells us about the reaction of this system has two causes, each one of them come from within the system (r), while others come from the outside the system (s). The consequences of this system also occur in literary studies. That is to say, an analysis of a literary work (R) could not influence on author's talent (r) and cultural sources (s) which used by the author. During analyzing a literary text if there is no literary talent, nor the sole accumulation of sources; the result of formula will be (R=0). This means there no literary work, i.e. a literary talent without hardworking; education, wide reading, and knowledge will not produce in itself literary work. Additionally, Mazur's formula explains that untalented people (r=0) only by education and studying literary sources they try to practice and they cannot masterpieces of literary work. Literary work can practice through three main things: reading, study and hard work.

In Mazur's diagram of author-text-reader relationships which is a crucial process, the three main elements are defined as follows:

Author- system encoding information in a text;

Text- a system of linguistic signs (words, sentences etc.) containing encoded information;

Reader - system decoding information from a text.

The interaction appearing between the three elements, and the following diagram shows us the relationships between the three differentiated systems:

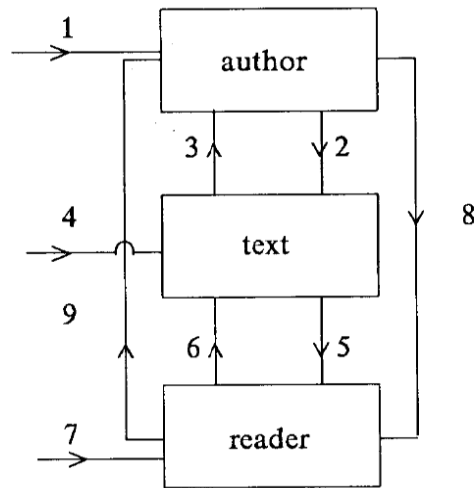


Figure 1.4: The Relationships between the Three Differentiated Systems

In this diagram, the arrows show the directions between the three systems themselves, and between the systems and the environment. The number of possible interactions is nine, and these interactions are contained in the coupled systems of author, text, and reader.

The interactions as shown in the diagram raised the following types of problems:

1.4.1. The Influence of the Environment upon the Author

This may contain many factors such as author's education, cultural background, reading, knowledge of literary traditions, and such environmental circumstances, and author's personal life etc. This kind of problems contributes to the literary historians which contain answers to the literary problems in author's life.

1.4.2. The Influence of the Author upon the Text

This effect deals with problems process of the literary creation which involves some factors, as well as, author's talent, his choices of themes, genres, and literary conventions. The author uses a kind of language and artistic devices, for the sake of expressing particular subjects in his text. The choice of the literary conventions is relying on the message and the idea which the author wants to convey to the reader.

1.4.3. The Influence of the Text upon the Author

The course of writing the text needs the feedback reaction upon its author, so this process is an interaction between what the author wants to write and what he has already written. The text is not only a result of its author's creativity, but also it is the effects of the author, by making him pause; looking back at what he has written, revise and correct, make additions, and write a new draft.

1.4.4. The Influence of the Environment upon the Text

This influence consists of the preservation of literary work, especially manuscripts once. External conditions effect on the text, for example, unfavorable circumstances to the literary work is lost, damaged or stolen the original manuscripts. All these verities of obstacles can effect on the literary work, by unknown accident. The environmental factors influence upon the literary history.

1.4.5 The Influence of the Text upon the Reader

Writing is defined as a process of encoding information in the text, whereas, reading is a process of decoding information from the text. So, the reader applied a set of rules in the course of reading in order to understand a literary text. The understanding of the literary text is up to both reader's and author's literary competence overlap. The main problem of understanding and interpreting a literary text is important in literary studies, and separating analysis in term of the system theory which formulated by Maria Mazur.

1.4.6. The Influence of the Reader on the Text

The reader's reaction to the literary text can express indifference. For instance, to write remarks and comments about the book, in the middle ages the readers were put their comments and corrections between the lines in manuscripts. Philology is a branch called paleography of manuscripts studies these scribal changes in related texts. In modern time sometimes, the first reader is going to correct, revise, and suggest some changes to the author. The role of a literary critic is to write another text in response to the reviewed literary work.

1.4.7. The Influence of the Environment upon the Reader

The interaction of the two systems reader-text can be changed by the external circumstances in various ways. Such as, facing problems in getting books, or the book is rare and expensive. These reasons can control the reader; he may not have time overwork or life obstacles etc. in order to solve the different obstacles public reading rooms is the best solution because reading in public rooms giving the reader more physical and mental comfort. Environmental factors have a great impact on the author-text-reader relationships, but the reader can overcome the external obstacles. Thus, the ability to read is a result of a specific influence the environment upon the reader.

1.4.8. The Impact of the Author upon the Reader

This interaction occurs when the reader and the author know each other personally; here the reader can obtain some knowledge about author's work which not involved in the text. So, the literary critics have personal contacts with writers, because when the reader knows the writer, he will have an idea about author's personal life and work. It is important when writers meet their readers in a public meeting; this meeting gives an opportunity to the readers to know the writers personally, moreover to know what kind of person he is and what his opinion about such issues. All these aspects can influence the reading process. Whereas, readers whose do not know their authors due to they are living in the different historical period; the only source for the reader to know his author is his literary work.

1.4.9. The Influence of the Reader upon the Author

This problem deals with the issue of author's correction that is to say if the author wants to correct, modify, or make additions is up to the reader's reaction; because he should take into account the reader's expectation, as well as likes and dislikes. The author is not obliged to wait for all audience and meet them; but he uses practical ways of receiving comments, opinions, and critical reviews about his work. The reader interaction (which is the stimulus), it can definitive about a literary text; it could be positive or negative sense. However, this influence as a modifier can impact in the next work. Thus, it should be stressed that the author does not have to

take into account reader's opinion all the time he can be free in his work. The methodological advantage of this diagram can be described as below:

The different interactions that occur between the three separate systems are complete; this means this diagram gives us the initial hypotheses of types that occur between the author, the text, and the reader. That is to say, every concrete analysis of a literary work has these kinds of problems as indicated by the diagram. Moreover, this diagram explains to us the author-text-reader relationships due to the number of systems and the interactions between systems. This means any literary process should contain all the systems and interactions between the systems. Additionally, the system theory is attempted to solve any particular problem of a literary process and interpretation of a literary work.

1.5. The Main Genres of English Literature

English literature is a wide term that contains everything we read and hear, it involved categories, these categories help in understanding and analysis a literary work. Old literature was divided only in two main categories tragedy and comedy. But in nowadays, types and genres of literature are endless (Drucker).

The word genre is a broad term to describe the different categories in English literature. For Chandler, the term "genre" is come from French and originally Latin and means kind or class. The word is used in different types such as rhetoric, literary theory, and media theory, in order to refer to such type of text (Chandler).

The world of literature has been divided into types; the prose-poetry divided as imaginative literature into fiction (novel, short story, and epic), drama (whether in prose or verse), and poetry (focusing in what corresponds to the ancient lyric poetry). The term genre is not only used for these three categories but also used it for such historical kinds as tragedy and comedy (Warren et.al).

Aristotle distinguished kinds of literature into three main categories: lyric poetry is the poet's own persona; in the novel or epic poetry the poet is going to speak about his own person, as a narrator and makes his characters speak in direct discourse; drama the poet is disappearing behind his characters. In this division he shows us the fundamental nature of these three kinds, he found that the

corresponding three, basic kinds of poetry the heroic which involves (epic and tragedy), the scommatic (satire, comedy), and the pastoral which is a class of literature aims to present the society of shepherds as free from the complexity of the city life. The number of genres is related to the society, means that the diversity of the genres related to the complexity and the diversity of the society. In the eighteenth-century prose fiction had divided into two spices: the novel and the romance, these two distinct groups are considered as genres. Whereas, in the eighteenth-century and up to the twentieth-century poem become a particular kind in tone or ethos which deals with inner as well as outer form (Miller).

1.6. Forms of Text and Genres

Textual form and genre are restricted to specific types of textual material. In the following aspects, Togeby explains to us how each sentence has a truth value:

1.6.1. Communicative Act

In the communicative act, the utterances aim to characterize some states of affairs, which deliberated the social act in relation to communication. The text includes many connected sentences, each one of them has its truth value, and these connected sentences are considered as the communicative unit (Togeby).

1.6.2. Main Text Types

The text type is a subcategory of texts. Because it indicate a unit of both written and spoken language. The text involved numerous sentences and only one uttered sentence reflected as a speech act. The concept of the text is including many sentences but with one purpose which is the communicative act, when the sender performs uttering a single sentence. Communicative acts are separated into two classes: the first one is speech acts; means the expression of a single sentence, and the text acts are subdivided into practical texts, prose, and literature (Togeby).

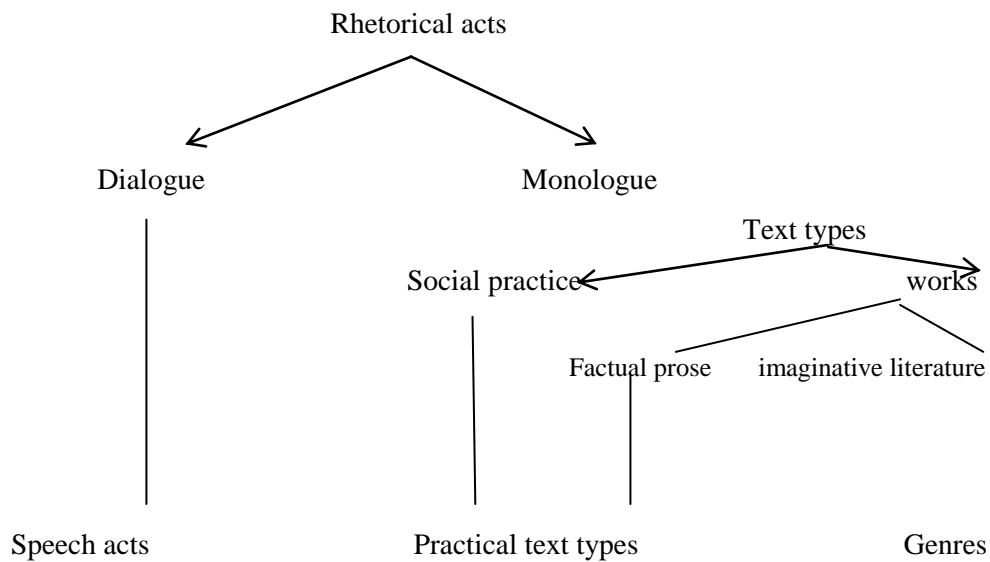


Figure 1.5: Speech Acts, Text Types, and Genres (Togeby).

This figure shows the principal forms of communicative acts. These forms are separated, in which each one of them has its own norm. In the speech acts the type is the planned purpose; practical texts are divided due to the relations of power and knowledge and it is founded in communicative position. The factual prose is sectioned due to the form of facts, while literature is sectioned due to the verbal form which used in the text. This means a text type is a concept that human being changes their behaviour in order to interpret the text (Togeby).

These three main elements of texts are outward structure as seen in the diagram; it will be best illustrated by a triangular area:

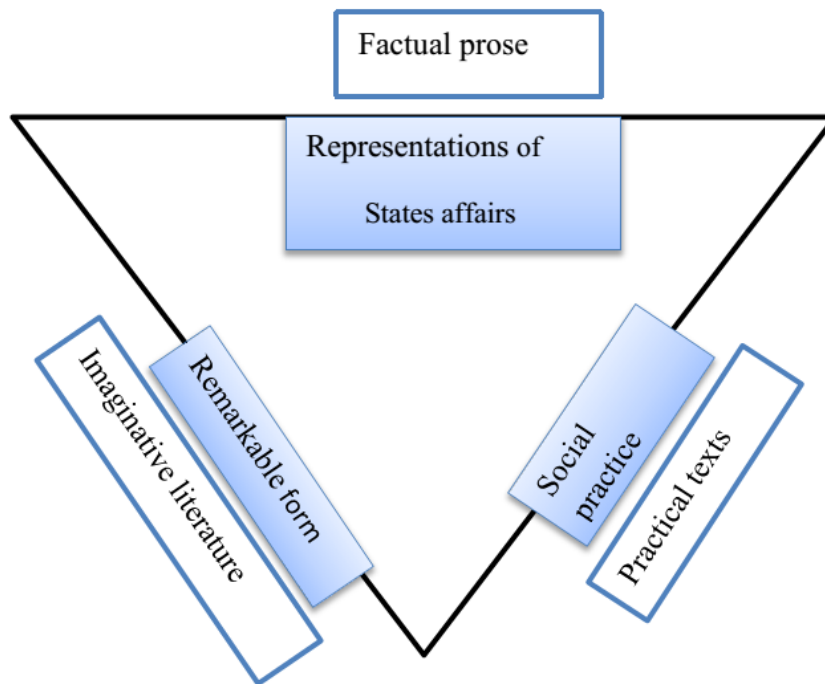


Figure 1.6: Three Types of Text (Togebly 5).

This triangular explains that speech act type, text type and genre in cultural categories do not point out purposes in the world. Human beings are defined as the external physical world, the human biology and human mind, and social interaction (Togebly).

1.6.3. Dimensions of variation

The dimensions of the variation can be oral or written, which involve of one sentence or numerous sentences in a page or two, or in big volume, in interactional dialogue. It is structured in time by interaction or by composition, a fleeting or permanent phenomenon, simultaneous processing by a sender or the receiver. On this dimensions, the main forms of communicative acts are different with speech acts in one side of a continuum, practical text types and factual prose in the middle and literature in the other side (Togebly).

1.6.4. Visions on Verbal Social Acts

In this field, the three terms: practical acts, theoretical acts, and rituals involve the ideals of truth, justice and, beauty, but in different text types with the purpose of dominant ideals of truth. Whereas, in factual prose, the main aim is to find the truth about the subject which talked about; however, in the practical text, its aim is to make a social act in the stage of interaction and in literature the purpose is to produce a textual form that satisfies the audience. The receivers are working to interpret subject matters and linguistic forms of the text, in order to reach the aim of exchange ideas in such situation (Togeby).

1.6.5. Levels in Making a Whole Text Act

In this manner, communicative act can be regulative, expressive, or declarative. In communicative act, when two or more sentences combined together contribute to making a coherent paragraph in order to achieve the communicative purpose. A communicative purpose could be expository, explanatory, evaluative or narrative. The purpose of the whole paragraph is not easy to analyze, because each sentence has its own speech act. In the communicative act, the aim of paragraph and the social function of the whole text are different. Thus, a literary work involves numerous paragraphs which are the nature of the sender and the receiver, this means the sender's degree authority and responsibility, and the sender here is the author. The social verbal act is defined as performing the five acts which are: a reference act, predication act, illocutionary act, a verbal macro act and text act. The speech act in the verbal communication is performed by the utterance of a sentence. A sentence is performing by reference act and a prediction act. However, a paragraph is made up of coherent combination sentences, in order to achieve the communicative purpose (Togeby).

Level of form	Level of act	Condition of satisfaction
text	Text act(situating)	Form and subject fit into the situation (with symmetrical or complementary positions of the interlocutors).
Sequence of sentences (paragraph sentence)	Verbal macro act (paragraphing) speech act (illocution)	Expediency of communicative form (expository, explanatory, evaluative or narrative). The Direction of fit (world- to mind, mind-to-world, both, or none: regulative, expressive or declarative types).
Noun phrases and predicates	Reference act Predication act	Felicity Truth

Table 1.1: Levels and Conditions Satisfaction (Togeby 12).

1.6.6. The Text Typology (or genre)

The text type or genre era took to be identical, the text type is defined as the historical type of text with collectivity standards for subject matters and textual forms; here both of the sender and the receiver achieve their purpose in types of social practice. The sender (author) and the receiver (reader) sharing a common direction of their verbal exchange; indeed the purpose of every text is unique, and what the sender and the receiver do is typified the social practice, typified the discourse subjects, and typified the textual form. The social practice, the subject, and textual form are called the collective intentionality background of the interlocutors in verbal exchange (Togeby 12).

1.6.7. Forms of a Speech Act

The speech of act is made up in accordance with rules; also it is the condition of satisfaction that the proposition is true about the world. For instance, an order, a promise, the state of affairs which contains speech act, and the direction of fit goes from mind to world (Togeby).

	Mind to world	No fit of the mind
World to mind	Declaration of fact	Regulation of behavior
No fit of the World	Speech act	Expression of mental state

Table 1.2: Types of Speech Acts and their Directions Fit (Togebly 13).

1.6.8. Types of Situations

Communicative act indicates that the text with its form, subject, and social determination fits the form of communication that takes place in the social situation. The social situation founded in the relations between the participants of the institution, also communication deals with the knowledge of the participants. These situations are abstract level which can be characterised as symmetrical or complementary positioning. Hence, communication determines with knowledge pr power of the participants (Togebly 14).

Communicative positioning symmetric	knowledge	Fantasy and pleasure	Power
	Debate politics, science argumentative and persuasive macro acts		Negotiation sales offer, agreement evaluative and normative macro acts
Play, refuge from social life		Art a refuge and play narrative and expository narrative acts	
Complementary	Enlightenment teaching, teaching, journalism- expository and explanatory macro acts		Government law, rules, directive, regulations- normative macro acts

Table 1.3: Types of Positioning Relations in Communication (Togebly 15).

1.6.9. Types of Discourse Subjects

A recent article demonstrates that discourse subjects are typified due to the institution and communication. The discourse community conventions and criterion have developed through history for the sake of types the formal properties most often used, as well as, verbal macro acts, types of information, types of reference, level of abstraction, and types of connections between sentences. In the other hand, educational discourse about natural science, the illocutionary force, and the macro acts are expository (Togeby 14).

1.6.10. Types of the Textual Form Verbal Macro Acts

The format of the whole text contains words that denote particular macro acts, which often used when talking about texts, especially when in writing teaching. Paragraphs in the text composed several sequences and sentences linguistically formed as different macro acts; such as expository, descriptive, convincing, evaluative, normative and narrative macro acts (Togeby 15).

	debate	Enlightenme nt	negotiation	government	audience
politics	x				
journalism		x			
education		x			
science		x			
market			x		
administrati on				x	
religion					X

Table 1.4: Predominant Properties and their Subdivisions (Togeby 20).

1.6.11. Types of Information

The text type and macro act are characterised by types of information, they are frequently used, optional or not expected in such a text. For example, in an educational text, unstated information is not expected, while asserted information is

frequently used; whereas, in a political debate unstated types information is not recommended (Togebly 20).

1.6.12. Types of Reference Acts

Many articles dealt with this issue which demonstrates that sentences can be defined as speech acts in the communicative situation, it involves a source act to see whether it is true or not. The writer starts with entities as an object to talk about in communicative situation. The type of the sources is reformed to a coherent status which the writer tackled with and the level of entities in the communicative situation. The writer can refer to the same entities; however, at the beginning of the sources talk about the logical relations between the situation and the communicative situation. There are four differences in this relation: a deictic, historical, and fictitious reference (Togebly 22-23).

- **Deictic reference:** In this reference, the writer use an entity as an element in the communicative situation, he uses personal pronouns and demonstrative pronouns. This way of this reference contribute to overlapping the communicative situation and therefore the entities as understandable and immediately manageable (Togebly).
- **Historical reference:** Here the writer refers to an entity historically when he used something is known, in order to address historical facts, dates, or geographical places (Togebly).
- **Generic reference:** In this reference, the writer does not use a particular category, but he uses any case of such a category in any time, for the sake of describing facts and reality including states of affairs of the communicative situation (Togebly).
- **Fictitious reference:** The writer uses fictitious entities. There are two ways to assume: the first one is to assume that the receivers know the person and the time which the sender talked about. The second one is to tell the receivers about the entities as persons and objects of the communicative situation (Togebly).

1.6.13. Forms of Predicates

Predicates are initiated in a sentence as well as verbs, adjectives, adverbs, preposition or predicative verbal nouns. So, predicates are divided into two types: subjective and objective predicates (Togeby).

Objective predicates concern with the state of affairs in the situation mentioned, and who is observing. However, objective predicates can be true or false it has a relation with how the observer sees things independently. However, in subjective predicates deal with how the observer perceived dependently, and they are about how the experience feels, estimates, and evaluates some states of affairs. Thus the macro acts used objective predicates; whereas evaluations and persuasions included subjective predicates, while histories contain both of them (Togeby).

1.6.14. Categories of Textual Connections

The concept connection is referring to the semantic relations between the pieces of information given in neighboring sentences, these connections contributing to making the text coherent, and connected the sentences. Some connections are used in types of macro acts; others are used only in paragraphs (Togeby).

1.6.15. Literature, Fiction, Epic, and Narrative

Literary texts are not considered not only as a tool to show the reader the end of such work but also show the end itself. The point review of the texts is changing from one reader to another, because of some of them seeing the text as a basic element of knowledge, whereas, others seeing it as a work showing in the communicative situation, to be precise a work which persuading and stimulating them intellectually and make them reflect on truth, as well as, goodness and beauty in general (Togeby).

1.7. Conclusion

Literature as a whole changed from one generation to another and the history of English literature not only a history for literature itself, but also shows the place that the author is belonging to or occupies in it. In English literature creative writing is

considered as an important element in literary analysis. So, the learners need to learn how to study literature through interpretation and analysis. The process of analyzing a literary text helps students to be interested in literature and helps them to interpret the whole unit of a text in order to understand the message behind it. For more understanding, the system theory supports to clarify a literary text and how it works. A literary work is a set of interrelated elements which are: author-text-reader relationships, and how each one of them influences on the other.

Chapter Two

Plagiarism in Literary

Analysis

Chapter Two: Plagiarism in Literary Analysis

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2.1. Introduction

Analyzing a literary text is based on two main terms: to create and to reproduce. To create means to give and come with new ideas, new thoughts, and new work. Whereas, to reproduce is to imply what is already exist before. We can distinguish between these two verbs is the fact that the creators bring new matters into the new work. However, the reproducers come with pre-existing materials into the analysis of the novel.

Literary work is based on these two poles, which is created beyond the phenomenal context. Héraud states that ‘original thoughts are underived, indeed original, existent in the individual soul ... the imagination creates its ideas ... from nothing’ (qtd.in Macfarlane 2). Thus, the creativity is dramatized within the individual self and solitary writer in his ideas through his influence of imagination. Individual’s imagination can contribute to literary creation through literary modes; the however literary resemblance is based on the writer both of intellectual contribution and imagination. Literary work is evaluated not in terms of what it might have in common with other works, but in terms of what is unexpected or uncommon about it. Some literary analyses are unsuccessful because of literary crimes, as well as plagiarism.

Plagiarism is well-defined as representing as one’s personal original work, without any acknowledgment of the author’s name or the original reference. In other words is the stealing of other’s words, ideas, and thoughts without mentioning the reference (Roberts).

2.2. The Nature of Plagiarism

Plagiarism is considered as a major problem over all the educational institutions and the community college student. In the recent years, Internet used as a tool to facilitate the process of copying and paste other’s work (Straumsheim). The Council of Writing Program Administrators (WPA) regards that the Internet plagiarism “has begun to affect teachers at all levels, at times diverting them from the work of developing students’ writing, reading, and critical thinking abilities”. So, the technology has amplified the problem of plagiarism for all educational

institutions, the problem seems particularly in the community college setting because of the diversity of the student population, and the student's changing needs.

Students and faculty have difficulties about plagiarism because of this concept is misunderstood. Scanlon says that: "the amount of misconception on this appears to have grown exponentially in the past few years, as access to the Internet becomes nearly universal." He regards that the students do not know what plagiarism means and they do not think it is a serious issue. Also, he argues that faculty members complain about plagiarism, he says that "many do little or nothing about it ... It seems there is a lack of alignment between offenses and punishment and a lack of communication among administrators, faculty, parents, and students" (qtd.in Roberts 125).

2.3. Defining of Plagiarism

The concept of plagiarism as defined by many researchers; McLemee cites the Oxford English Dictionary's definition of plagiarism: the term plagiarism derived from the Latin word *plagiarius*, meaning "the word plagiarism was first used in its current sense by the Roman poet Martial, in the first century AD, as a sarcastic put-down of another writer who had cribbed some of Martial's verse" (qtd.in Roberts 125).

The Council of Writing Program Administrators (WPA) defining the issue of plagiarism as follows

Students are not guilty of plagiarism when they try in good faith to acknowledge others' work but fail to do so accurately or fully. These failures are largely the result of failures in prior teaching and learning: students lack the knowledge of and ability to use the conventions of authorial attribution. (Qtd.in Roberts 126)

Here WPA divided between two main things which are plagiarism and misuses references. Students are fall in plagiarism when they fail in acknowledging other's

work; this failure is largely a result of failure in prior teaching students the ability to use the conventions of author attribution. Standler says that: “the intent of plagiarism is irrelevant without including indicia of a quotation is sufficient to convict someone of plagiarism” (qtd.in Roberts 126).

The Purdue OWL website, Stolley states that “A charge of plagiarism can have severe consequences, including expulsion from university or loss of a job, not to mention a writer’s loss of credibility and professional standing.” For McLemee plagiarism is: “A writer who fails to give appropriate acknowledgment when repeating another’s wording or particularly apt term, paraphrasing another argument, or presenting another’s line of thinking is guilty of plagiarism.” From these diverse points about plagiarism, we can observe that there is no division between the deliberate plagiarism and inadvertent one because of both of them are considered in the same context, whether the student fall in plagiarism by mistake, or misuse of references which is inadvertent or commit it deliberately (qtd.in Roberts 126).

2.4. The use of Cheating

The growth of technology encourage students to use cheating in their works especially the Internet, which is considered as a tool makes the process of cheating easier for the students and gives them the opportunities to commit the academic dishonesties as well as plagiarism. Plagiarism appears in the educational environment and starting to judge this action as a serious problem with the importance of ensuring the maintainability of academic safety for all.

The phenomenon of plagiarism has discussed by many researchers, Clarke and Lancaster regard that the action of cheating refers to misuse of the sources when students have works to do, as well as analyzing a literary work. The same case of plagiarism, which means the availability of an online world, gives the chance for the undergraduates to use plagiarism. The main key that led to plagiarism is the website which student just copying and pastes the original work and used it as own without acknowledging the original source. Austin & Brown dealt with how to prevent and detect those aspects that students use without mentioning the source. Cheating is considered a big problem which is caused by the Internet, the fact that cheating is becoming a problem for universities over many years. Yet universities have considered the issue of cheating one of the punishments as a predominant approach (qtd.in Roberts 145).

2.4.1. Ethics and Technology

Ethics has an important role in the core of learning environment. So, students should learn the principles of ethics. The spread of technology has a great impact on ethical issues; thus the learners should acquire how to search and how to use information from different sources by learning how to use technology in all stages. The use of modern technology in education is considered as an opportunity for the learners to develop their skills and makes the communication easier between the learners and the teachers (Wajszczyk 1). However, technology is considered as a new tool in the educational environment in which changes and offers new opportunities for teaching and learning. The effect of technology resulted in having different values for different people at different times. Thus, the impacts of IT depend upon individual's uses of it. The use of technology negatively effects on ethics. Simpson defined ethics as the character of one's profession or one's religion of practice (qtd.in Akcay 120).

The Internet is considered as one of the main issues that related to ethical side the widespread use of technology contributes in changing the old habit of the society. Information technology has a great role in different fields, as well as ethics and modern society, thus it is necessary to be aware of the ethical challenges that exist in that profession. Therefore, the necessary awareness of educational issues that related to ethical side. The ethical dilemmas occur from the misuse of the internet and misunderstand of what is good and what is moral (Karim et.al).

IT (Information Technology) concerned all forms of technology that used for communication and exchange new information, and this resulted in new actions and new relations to each other. The speed of technology and the availability of information raise new ethical problems, as well as copying and paste others' works because anyone has access to internet can get information from others' works. The debates on ethical issues contain the growth of technology which has great changes in views of human beings in which causes different ethical issues and make it unclear (Schultz 5-8).

2.4.2. Students' personality

In learning environment students have been acquired different abilities, according to Peeke et.al in order to understand each student's personality; we need to understand the development the effectiveness of interaction in teaching, and

developing the interaction between the learners and learning environment for the sake of improving learners' outcomes. The majority of students' personality has been shown to be analytical of college attrition; this can be effect negatively on students' outcomes (Lounsbury). Moreover, some students felt dissimilar with their partner in an academic setting, this can be referring to the less time for social environment and personal problems. However, if students' acquire well-educated environment the negative outcomes will decline, thus the classroom environment has an important role in the learning process (Feldman et.al).

Personality is considered as an independent factor which used as a means in an educational setting (Furnham et.al). Also, many researchers demonstrate that personality has relation with classroom behaviour through students' participation, written and oral expression. Personality has a relationship with learning style i.e. the appropriate ways that students used in order to understand and grasp information (Zhang). Furthermore, some researchers argue that learning styles used in the study in terms of personality. Environment classroom and personality are related factors because the individuals are attracted to each other due to their reflection in the culture that effect on their personality (Judge et. al). Several differences occur in college returns, thus students need to use learning style or tools to understand new information, and these tools may need different skills as well as thinking skills (Conley 8).

The social network has a great impact on relationships among individuals. Thus, individual behaviour can be explained by their personality and their social relationships (Asendropf et.al). Various studies determine the effect of social network on students' personalities in learning literature. However, students' personality and motivation attribute in each students' relationships that are shared among them. At the macro level learners have different personalities in the same group work; whereas at the micro level, social network effect on learners' relationships and their outcomes. However, teachers should emphasis on the benefits of students' working in a group or with their partner in order to get better comprehend about the course materials (Granovetter).

2.4.3. The Influence of Cheating on Students

The concept cheating according to Ashworth, Bannister, and Throne is a complex term which led to the complexity of what constitutes cheating. It is important to deal with the main reasons that led the students to cheat and look for the different aspects to prevent them from cheating. A number of studies dealt with the issue as a complex problem. Sheard and Dick found that having desire and learning not to cheat have a big influence on students' behaviour in order to avoid unethical behaviour. Moreover, the four major aspects which are education, prevention, detection, and consequence, the most important once are prevention and education (qtd.in Roberts 162).

Davis and Ludvigson argue that student should learn how to become more responsible for their work. They regard that: "...only when students have developed a stronger commitment to the educational process and an internalized code of ethics that opposes cheating will the problem be eradicated." Here Davis and Ludvigson emphasis on teaching the student to be responsible overlaps the unethical practices on all sides whether in university or workplace. Additionally, Greening, Kay, and Kummerfeld suggest that the main responsible reason on the ethical problem is using of computing curriculum as a tool in the ethical study (qtd.in Roberts 163).

Plagiarism detection programs as well as Turnitin which used as an educational means to make students know about their work if it is acceptable or not. Whereas, other programs allow students to scan their work and these programs indicate whether the work is plagiarized or not (Malcolm 39).

On the other hand, students' academic careers should start earlier in order to make the students will be aware from the issue of plagiarism (Gowan). Furthermore, in order to make the process of copying harder is to set essays and asking students to explain, discuss and collect pieces of information about their work for the sake of testing their achievement (Appleton and Carrol 9).

2.4.4. Plagiarism and Cheating

Years ago, different articles dealt with students cheating, when academic dishonesty as well as cell phones, or crib notes used by students during tests and exams, copied the original works as own. The process of copying and paste from an online world is considered as plagiarism. Plagiarism is appeared in forms of students

cheating. McCabe argues that many forms of cheating caused by media. He observed: “Even I have stated on the previous occasion that I do not believe these increases have been as great as suggested by the media, I must admit I was surprised by the very low levels of self-reported Internet-related cheating I found.” Additionally, he is qualified his view about this problem: “Although plagiarism appears to have remained relatively stable during the past 40 years ... it is actually far more relevant today because many students do not consider cut-and-paste Internet copying as cheating” (qtd.in Roberts 184). Indeed, most students do not consider the action of taking others’ works as a cheating the fact that led to plagiarism.

Several written works are including copying phrases and words and use them as own. Cooper states that: “serious cheating on written work includes copying a few sentences without footnoting, fabricating or falsifying a bibliography, or turning in a paper that someone else has written.” Regardless the Internet has a central role in committing plagiarism as a technological assistance. Whereas others considered plagiarism as an ethical problem, this means committing plagiarism is refers to the human behaviour (qtd.in Roberts). Scanlon states that: “plagiarism is not a technological problem; it is a problem that has to do with ethical behaviour and the correct use of sources. And it existed long before the advent of the Internet” (Hansen 791).

The basis of plagiarism is non-development of the technology, and the lack of propensity between students and their parents. Moreover, students are using the Internet more than using the library, because of reading books make their mind full of knowledge and they become more responsible for their assignments when they asked to do such a work, as well to analyze a literary work; besides that, they become critical thinkers which led to avoid plagiarism. Because the Internet gives them everything and this led them to take off others’ works without acknowledging.

The spread of plagiarism is considered as an educational problem which developed through the advances of technology. It is an instructional problem in several universities; because most of the students do not understand the issue of plagiarism and do not know the main techniques to avoid it. Jackson argues that: “there is clear evidence to support the notion that students, in fact, do not understand

plagiarism and lack the necessary skills to avoid it ... Many authors agree that students lack understanding of what constitutes plagiarism, how to properly perhaps, what needs to be cited, and how to cite sources” (Jackson 420).

Howard has identified three major categories related to plagiarism which are: outright cheating, non-attribution as a result of unfamiliarity with conventions of citing sources, and patchwriting, all these categories concerned with plagiarism when students took off others’ language, ideas, and thoughts without citing the sources of the original works. While Beale argues that students should have tutorial helpful to make them familiar with how to cite references, and making library workshop on understanding plagiarism, he states that: “they are always particularly interested to learn about the need to cite paraphrases” (qtd.in Roberts 186). Also Jackson emphasis on this issue, he regards that “students need more instruction and practice with proper paraphrasing” (Jackson 426).

2.5. Reducing Plagiarism through Changing the Learning Environment

Nowadays to live or to think without the Internet is become difficult. Whereas, in the past to look for such information is not easy, because of there was no available sources. The development of the technologies provides us with more advantages and facilitates to us the means of communication. Some people are familiar with the use of technologies; however, other people are not aware of the use of technologies especially the use of the Internet. For instance, students who asked to do some research, they go directly to the Internet and stolen ideas and sentences which not their own (Roberts).

Plagiarism is not considered as a new phenomenon and it has been discussed as a problematic issue, according to Schwarz to plagiarize means to take such a work which written by another and use it without acknowledgment. Bloom’s Taxonomy of cognitive development of the learner (Knowledge, Comprehension, and Application), thus memory contribute in the process of output. However, teachers using mimicry for students to enable them to practice the term taught. Mastery learning is caused by cognitive development, but students should simulate a good practice before becoming masters. In this case the term plagiarism influence on the output, here recall determines in plagiarizing others’ work (qtd.in Roberts 195).

Students during their work using teacher's knowledge and their classmates too, in order to complete their work, but they should learn how to work individually. The concept of plagiarism is an issue which needs to be clarified in order to clarify the discussion about plagiarism. Plagiarized such a word, ideas, or knowledge means to take off knowledge which belonging to another person used it without asking for permission to use it and without acknowledgment. The confusion of this term appears when students come with different cultures and with several languages, the fact that they do not recognize they are practicing plagiarism. Students from different cultures have different educational principles (MacDonell).

According to Wu and Singh regards that in the concept of plagiarism as the complexity of cheating difficult on several levels. One of them is the style of learning when students learning own culture they learn their culture and their knowledge. They said that if the arguments of the author are true, so no need for the author's name. In other words, for them, if they achieved author's message in the text his name is not necessary to be mentioned. In the second level is the availability of language when a foreign language is available for the students, they unable to express the knowledge in language which is given to them in the texts or the papers they have read. Here the student may not plagiarize the information, but they plagiarize the language itself. The third one is notion of success, according to Wu and Singh the failure of the students in a paper refers to the cultural expectations, and for students cheating helps them to get grades and pass. This reaction refers to an ethical issue which includes the personal choice to commit cheating (qtd.in Roberts 197).

Some circumstances make the students choose to plagiarize as well as the cultural climate. The fourth level that effect on plagiarism is the time pressures which appears from assessment, collecting information and having knowledge making the students sift through using other materials in order to support their work (Willen).

2.6. Detection of Plagiarism

To detect plagiarism a number of electronic sites have dealt with this issue, Academic Computing Center (ACC) conducted some electronic tools as follows:

- **Turnitin:** is Internet-based plagiarism which used by universities and high schools to check submitted documents as well as students-paper database to check the content, in order to identify plagiarism.
- **WCopyfind:** is a source Windows-based program which aims to compare documents and check the similarities between words, phrases, and sentences. This source is available for everyone.
- **Scriptum:** aims to compare what students have done in their work with resources on the Internet.
- **JPlag and Moss:** are a source code plagiarism detectors, comparing the similarities of students assignments. They are serving as an educational tool to help students and raise their awareness about plagiarism.

Recent studies claim about this issue. Evans states that examine all the assignments of students for the sake of originality unsustainable (Evans 91). Levin explains that detection plagiarism may have negative points, and it has a negative influence on learning, because of every student can cheat (qtd.in Roberts 198). Plagiarism detection may discourage openness to learn, and enhance an attitude whatever they get from the system, as well plagiarizing ideas (Martin).

Several ethical issues appear from the issue of plagiarism and it is difficult to achieve, identify or classify. L. Rooker notices that: “you can hire a vendor to check for plagiarism,” he says, “but once they do that, they cannot then keep that personally identifiable document and use it for any other purpose” (qtd.in Roberts 198). The dilemma here is we should forget about the issue of plagiarism. We should think those tools of detection are changing and developed every day, the fact that we can check students’ cheating, also he emphasis to see this dilemma from another point perspective. Moreover, plagiarism has seen more than the factor of misunderstanding rather than misconduct (Emerson et.al).

The debates of the effects of plagiarism on students work refer to the diversity of culture. According to Leask students have taught traditionally by rote and mimicry, and they have never been taught analysis skills and critical thinking, the fact that they plagiarize; in other words, if students taught how to analyze a literary text, and having critical thinking, they would not plagiarize (qtd.in Roberts 198).

2.7. Meaning of Knowledge in Students' Environment

As mentioned every student when coming to the academic institution he/she come with his/her own knowledge. When individual set in a group of students having the same culture, he/she will overlap the knowledge. Whereas, students with different cultural the group will not share the knowledge. Thus, the knowledge of students differ from one to another, some student sharing the knowledge of the community; whereas, some of them sharing the academic knowledge (Roberts). The group of students who shared the academic knowledge, they will get advantages which referred to cultural capital of those students (Brown).

Landau, Druen and Arcuri the electronic world of computer and the Internet changes the knowledge of the students and make it more fashion than the past, so teachers should teach their learners about plagiarism and provide them with examples to avoid plagiarism. Lecturing students how to be aware of plagiarism can contribute to showing the clear image of the confusion of this issue (qtd.in Roberts 199).

2.8. Education Setting and Assessment

In academic institutions, students learning are judge through their assessment tasks, tests, and their examination. Students during their external assessment plagiarism may increase. Whereas, in internal tasks and tests teachers should minimize cheating under circumstances where there is no outside material that helps students to cheat or to plagiarize. Also, teachers can create new questions to make students avoid plagiarism, especially those who practice old questions, in order to make students understand there is no advantage from plagiarism.

The learners tend in assessments of learning which is summative and does not use assessment for learning which is formative. Students are not aware of the learning objectives, but they learn outcomes of their course. Summative assessment attempt to be normative and serves the function of rising students rather than teaching them (Roberts 199). In other words, this assessment determines to help students learn through correct their errors, thus through this assessment students can understand the process of progress. Plagiarism is reducing through the assessment task, because of it is responsible for the attribution of learning (Jonassen 223). The assessment tasks are open-ended and the language which used is ambiguity, the fact

that led to plagiarism, thus, in order to help them avoid plagiarism is to teach them how to organize data and to pressure the arguments of the research paper (Davis 55).

2.9. Students' Dependent on Others' Original Sources

The world of technology gives the students opportunities to copying the original work. The use of other's research is considered plagiarism. Learners should have a background about the main steps to avoid plagiarism through giving them an assessment that led the students to expect to not steal other's ideas and learning how to create and develop their own work to make it original. Plagiarism rises as a big dilemma in teaching and learning issues. Thus, when students use ideas from another researcher, they are not using their original ideas, their writing skills, and their thinking. All these dilemmas appear because of the online world. It facilitates and gives an easy access to the learner to take off work of other researchers.

The process of plagiarism is easy for the students, they just find electronic writings and copy then paste the work and considered as their own. Crook and Light state that if the learners learning an academic context they should use the same process that has learned. Educators may become more responsible in using the Internet positively, for exchange ideas with their friends in an academic context especially the academic culture to respect other's property (Light et.al 156).

According to Park the educational institutions should involve policies on academic honesty. The Center for Academic Integrity reports four stages for the sake improving the academic guidelines (qtd.in Roberts 209). Drinan claims that each component of moral action in educational institution has its own role, in the first stage; moral sensitivity the community involves moral and unmoral behaviour, students will face ethical and unethical program. So, students should engage the debate about the possibilities they have when facing such actions. The second stage; moral judgment including moral code which help students to know about the institution ideal in order to be familiar about what they should do rather than cheating, for instance to ask for writing help instead of copying, also it involves learners' awareness about the different issues of academic honesty. The third policy is the moral motivation which shows that educational institutions involve policies, but they are not supported. The last stage is moral behaviour explains that policies are clearly understood and students are included to develop the academic honesty policies (Gallant et.al 135-136-137).

The four policies above as a solution are imperfect alone to understand the issue of plagiarism and to address plagiarism. In study dealt with this issue which depends on experimentation of undergraduate classes found that: “warning students not to plagiarize, even in the strongest possible language, appears not to have to hand any effect whatsoever. Revealing the use of plagiarism-detection software to the student ...on the other hand seemed to be a remarkably strong (though not perfect) deterrent” (Braumoeller and Gaines). Martin said: “who have a stronger belief that plagiarism will be detected will be less to plagiarize”. This means, if the students know that electronic detection serves to check the content of such a work, they will not plagiarize. Many students concern with the use of electronic detection and its perceived role. Martin believes that: “the policing approach is educationally counterproductive” (qtd.in Roberts 210).

Howard claims that the fear consequences of plagiarism which checked in electronic detection are unintended, she detailed that: “rather than being mentors to students; we are replacing the student-teacher relationship with the criminal-police relationship” (Howard 47). Additionally, Renard regards that about those who plagiarized: “catching cheaters is not the best answer; it is a lot like doing an autopsy”. She argues that: “our interest lies in helping students learn to document sources, not in prosecuting cheaters”. In the quotation above, the emphasis on making students familiar with how referencing when taking an idea from another source. Purdy regards that: “rather than panic that students are now rampantly plagiarizing at numbers never known before, we must take a step back to consider the role writing technologies they use to play in their writing processes and consider how we as teachers rather than as hunters, police officers, or super sleuths can pedagogically address these technologies” (qtd.in Roberts 210). Besides that Howard observes that to avoid plagiarism teachers should change the instructor’s curriculum when developing instructor’s approach. She argues: “we risk categorizing all of our students as criminals; worst of all, we risk not recognizing that our own pedagogy needs reform” (Howard47).

Changing instructor’s curriculum can be through giving the learners definition of plagiarism and teaching them, methods and techniques that help them to know how to cite an idea which they quoted or paraphrasing. Carroll and Appleton College and universities should offer teaching sessions for the learners on academic writing to enhance their writing skills (Appleton and Carrol).

2.10. Plagiarism as a Continuum

The process of plagiarism may appear in educational context when some commit an academic dishonesty, where instructor should respond to this action. A continuum offers a way to look for plagiarism, which can appear as follows

- **Academic Dishonesty:** This can appear when learners take off all or a part of another work and represent it as their own; this action is considered as an academic dishonesty (qtd.in Roberts 212).
- **Inappropriate paraphrasing:** According to APA when students misrepresent someone else works, or paraphrasing other's work though taking ideas and presenting it by their words (qtd.in Roberts 212).
- **Misuse of sources:** students are citing the source materials, but they do not make it clear, as well as they do not clarify which passage is original (Braumoeller and Gaines).
- **Uncritical citing:** In this continuum students lack the analysis and critical skills of some ideas which they are taking from the other sources.
- **Original work:** when students develop their original work, without citing the ideas and arguments, it will not refer to them (Braumoeller and Gaines).

2.11. Bloom's Taxonomy

Taxonomy is defined by Gilbert as “a system of categories or classification that is used for purposes of organization, conceptualization, and communication” (Gilbert). Bloom states that taxonomy clarifies the relationship between classes of a phenomenon. Taxonomy makes the communication among student more easily thereby offering a common language in order to discuss the different dilemmas.

Bloom's Taxonomy is the product of five researchers: Edward Furst, Walker Hill, David Krathwohl, and Benjamin Bloom. Three main domains are identified in this study: Cognitive, Affective, and Psychomotor. Bloom et.al claim that the taxonomy of educational objectives for the cognitive domain is cooperative which shows six levels of thinking start from knowledge ending by evaluation. The Cognitive Domain aims to develop the critical thinking skills, including the terminology concepts of a subject (qtd.in Salmons 214).

Bloom's Cognitive Taxonomy (1956)
Knowledge: Recall information; bring to mind the appropriate material.
Comprehension: understand what is being communicated; able to grasp the meaning of material presented.
Application: Use abstractions in particular and concrete situations.
Analysis: Break down materials into its constituent parts or elements; recognize organizational structure.
Synthesis: Assemble elements or parts to form a whole.
Evaluation: Make a judgment about the value of material or methods for a giving purpose or situation.

Table 2.1: Bloom's Taxonomy (Salmons 214).

The tables above show the Bloom's Taxonomy during (1956) For instance, knowledge helps in bringing to mind new information and recalling them in order to develop the concept of the subject, and the aim of this level works on remembering and recognizing.

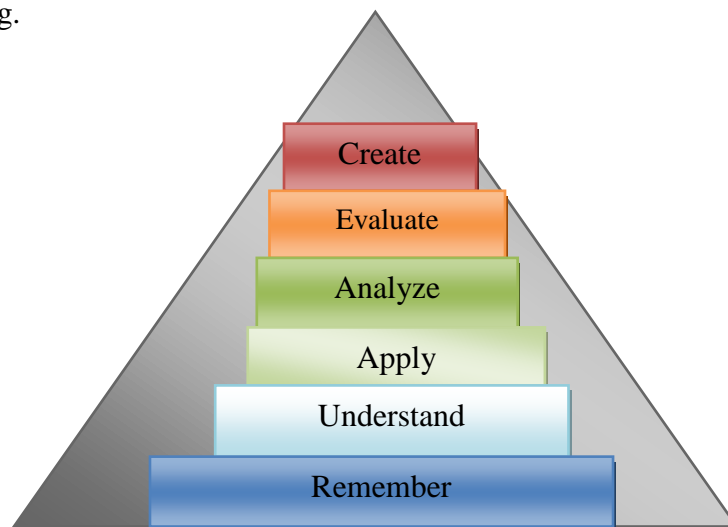


Figure 2.1: Bloom's Taxonomy

Bloom et.al explains that “By knowledge, we mean that the student can give evidence that he remembers, either by recalling or by recognizing, some idea or phenomenon” (qtd.in Salmons 215). Thus, in taxonomy revision, the level of remembering is the basic level. Taxonomy has two dimension's cognitive processes and knowledge dimension. Anderson et.al regard that the cognitive processes are recognized from simple one to the complexity, which depends on the proposition to acquire the simplest process from, remember level application level. Whereas, knowledge dimension is arranged from concrete to abstract; however in revision Taxonomy new area occurs, which is Metacognitive Knowledge which used for the

sake of describing two aspects: the first one is knowledge about cognition, and the second one is about controlling and regulating the cognitive process (qtd.in Salmons 215).

The use of Bloom's Taxonomy by learners helps them to develop their critical thinking, to enhance their knowledge, and to look for new information. Moreover, for understanding information, students should know how to use, apply and evaluate new information. Thus, students become familiar with critical thinking and know how to create their own value from other works.

Knowledge Dimensions
Factual knowledge: It is an essential element which learners should know to be acquainted with a discipline or solve problems in it.
Conceptual knowledge: It is the interrelationship among the basic elements within a larger structure that enable them to function together.
Procedural knowledge: Offers the learners the opportunity to do something, methods of inquiry, and criteria for using skills.
Metacognitive knowledge: Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

Table 2.2: Knowledge Dimensions in Bloom's Taxonomy Revision (qtd.in Salmons 215).

2.12. Related Studies

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. On the one hand, Klein (2011), in her journal 'why learners choose plagiarism' argues 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 is depends on the learners' use of the internet, because the internet has made fruitful knowledge. Evering and Gray Moorman (2012), argue 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. Eisner and Martha Vicinus (2008), regards 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.

2.13. Conclusion

This chapter attempted to cover the issue of plagiarism as an academic dilemma which is committed by the learners, and the main reason is the use of the online world. Additionally, technology has a great impact on students' work. The main strategies to avoid plagiarism is teaching the learners the nature of plagiarism, and giving them the methods and the tools to avoid it in their works, also by guiding them how to cite when taking an idea or a sentence from another source and show them how to use this information in the right way. In order to make the students not committing plagiarism is to guide them how to use Bloom's Taxonomy during analyzing a literary work, because it helps the learners to use their thinking skills in comprehension questions and having the ability to evaluate everything. Moreover, Bloom's Taxonomy makes the learners use the principles steps of analyzing literary work and to get a clear image of the text.

Chapter Three

**Research Methodology and
Results' Interpretations**

Chapter Three: Research Methodology and Results' Interpretations

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3.1. Introduction

This chapter determines the practical study towards avoiding plagiarism in literary analysis as it explains the method and process used for this dissertation. The first part begins by describing the population of the study, after that explaining the design and the results of the work. The second part consists of the analysis of both teachers' questionnaire and students' questionnaire.

3.2. Variables of the Research

Variables can be categorized into two: independent and dependent variables. In this dissertation the independent variable is avoiding plagiarism which is aimed by the researcher. However, the dependent variable is analyzing a literary work which the researcher witnessed for the sake of discovering the influence of the independent variable.

3.3. Sample of the Research

The participants in this study are 50 EFL students and 5 teachers of English Literature of the second year at the Department of English – University of Laghouat in the academic year 2017-2018. Students are of both genders and their age is between 19 to 25 years old. This sample of research was chosen because second year students according to their teachers are facing problems in analyzing a literary work. Thus, this sample would make the practical study easier to implement.

3.4. Tools of the Study

To reach the purpose of this study, the tools that are used in this research involve both teachers' questionnaire and students' questionnaire. For teachers' questionnaire is basically used to investigate whether or not 2nd year English students at the English Department implement the main strategies of analyzing a literary work and which solutions we suggest for them to avoid plagiarism or how it can be reduced.

3.5. Steps of the Research

Questions have been used to reach the purpose of this research. The study is carried out by making a questionnaire that will help us answer the research questions. The students' questionnaire was basically formed according to the teachers' answers to their questionnaire, and which involves three sections. The first section was about background information. The second section deals with students' problems in analyzing a literary text. It involves ten questions. The third section determines the basic solutions for their problem and which include how to paraphrase and how to use Bloom's Taxonomies in analyzing literary work. This section helps the students to avoid plagiarism.

3.6. Analysis and Interpretation of Data

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

Q1: Age

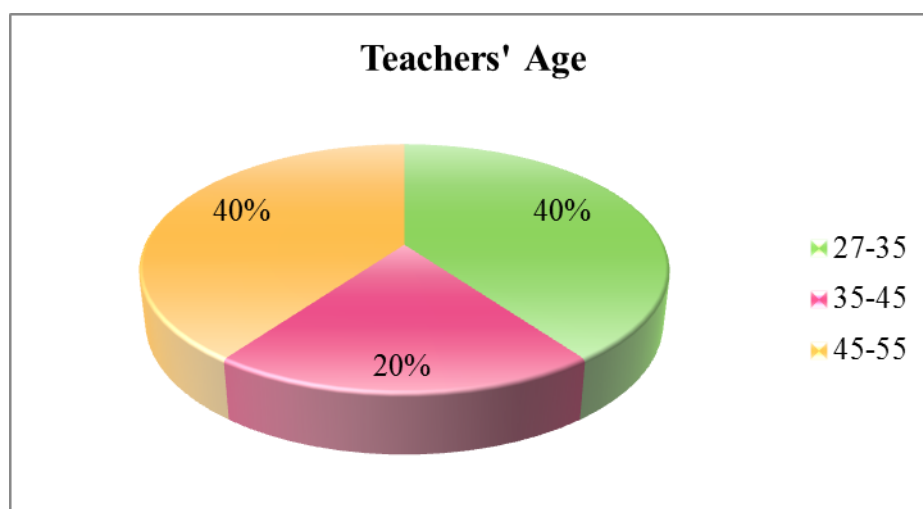


Figure 3.1: Teachers' Age

This figure shows us the teachers' age, 2 teachers (40%) their age from 27-35, only one teacher (20%) his age from 35-45, 2 teachers (40%) their age from 45-55. This means all teachers have long experience in teaching at least 5 years ago.

Q 2: Gender

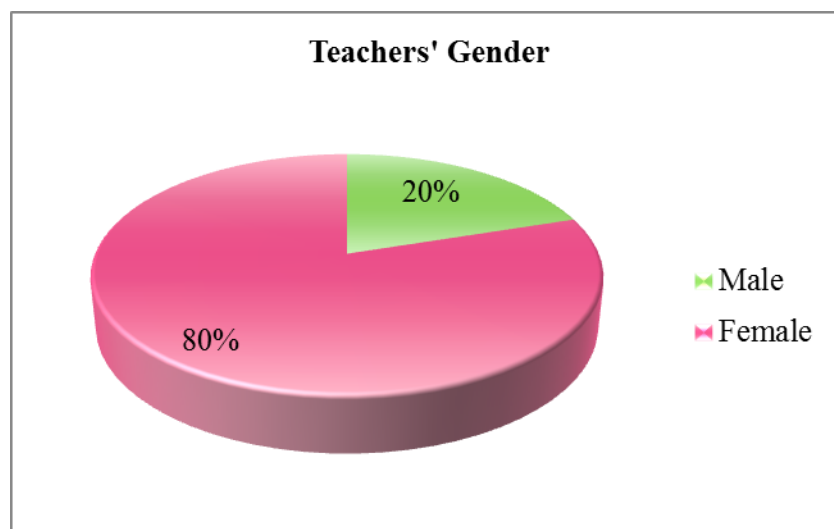


Figure 3.2: Teachers' Gender

In this question, one teacher is male (20%), the remaining 04 teachers (80%) are females.

Q 3: Degree

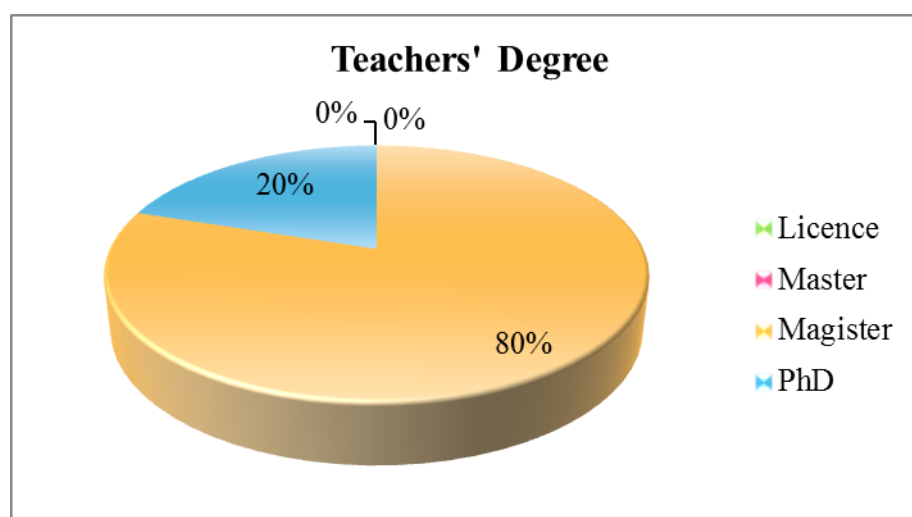


Figure 3.3: Teachers' Degree

All teachers to whom the questionnaire is delivered are teaching at University of Amar Thelidji of Laghouat. 04 teachers have a Magister degree, and one of them has Ph.D. degree. Thus, these results explain to us that there are two different degrees in which it can be resulted by having different attitudes and different opinions.

Q 4: To what extent do you think your students value the importance of literature in learning English as a foreign language?

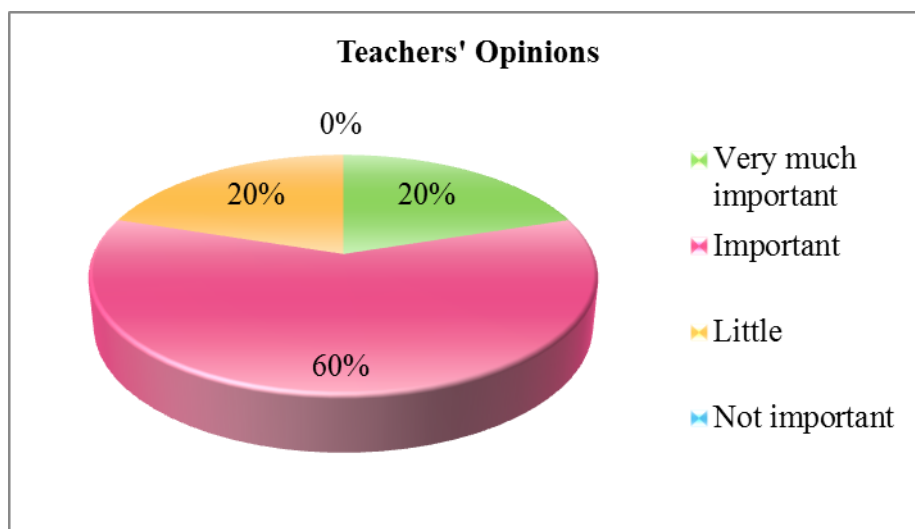


Figure 3.4: Teachers' Opinions towards Teaching Literary Analysis

In this question, one teacher (20%) thinks that the students value the importance of learning English literature with very much important, 3 teachers (60%) think that their students value of learning English literature is important, one teacher (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, the majority of the teachers agree that their learners need to learn English literature.

Q 5: To what extent do you think your students need to practice the analyze of a literary text?

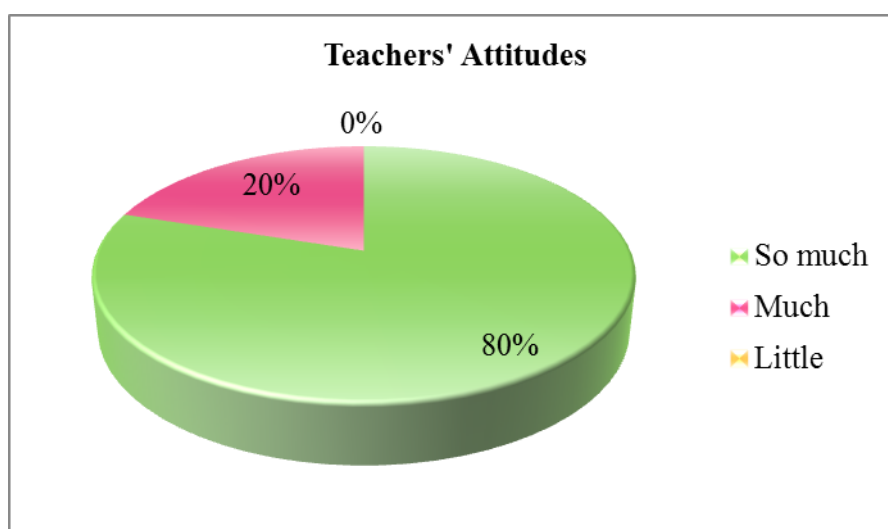


Figure 3.5: Teachers' opinions towards Students' need to practice analyzing literary work

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 6: Have you ever discovered cases of plagiarism?

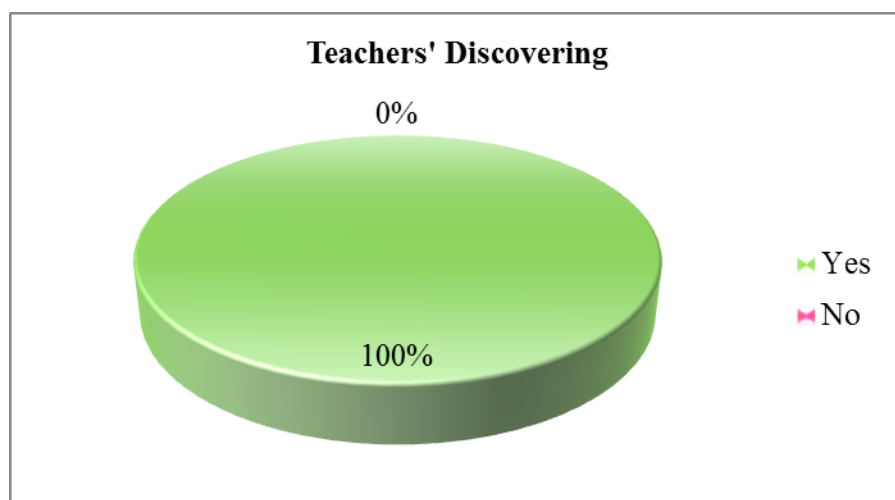


Figure 3.6: Percentage of Plagiarism

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 7: In your opinion from which source your students get their literary analysis?

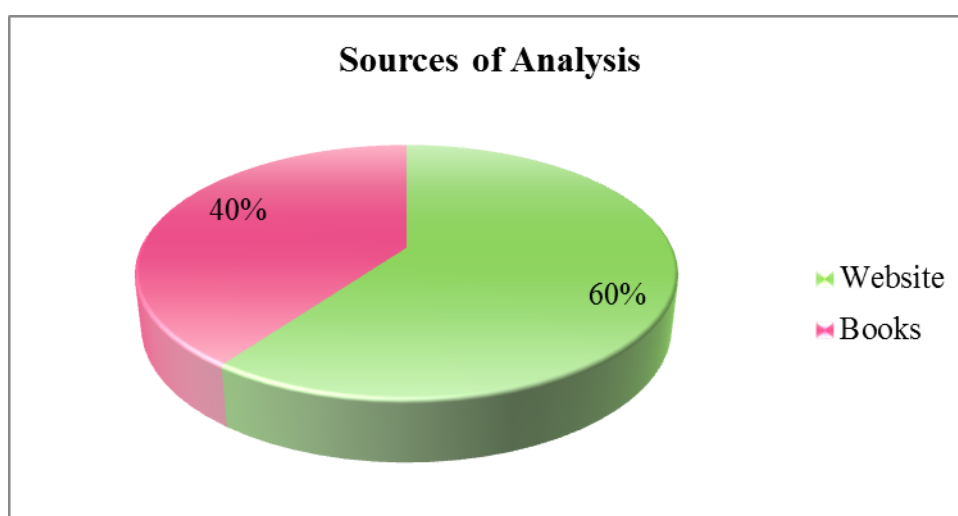


Figure 3.7: Sources that Students' used in their Literary Analysis

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 8: Do you believe that plagiarism and cheating could be reduced by making students more responsible for their own learning?

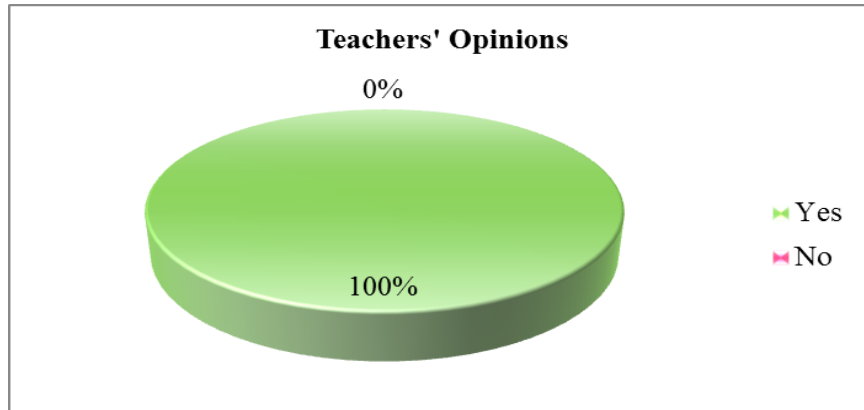


Figure 3.8: Teachers' Opinions towards Reducing Plagiarism and Cheating

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 aware that plagiarism is unethical.

Q 9: What are the main reasons that led students to commit plagiarism?

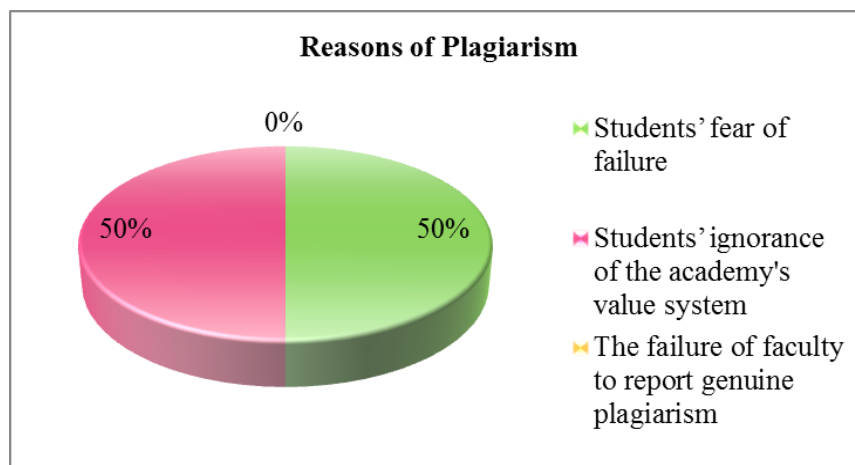


Figure 3.9: The Reasons behind Students' choice to plagiarize

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 10: What are the different strategies that help students to avoid plagiarism?

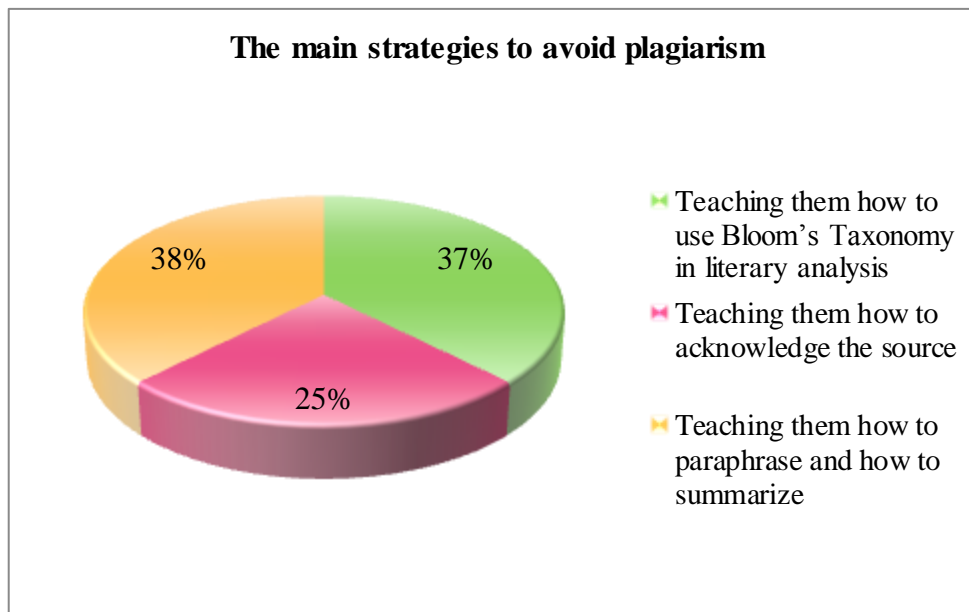


Figure 3.10: The main Strategies that help Students to Avoid Plagiarism

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 11: Do you provide your students pieces of information about your point of view on plagiarism?

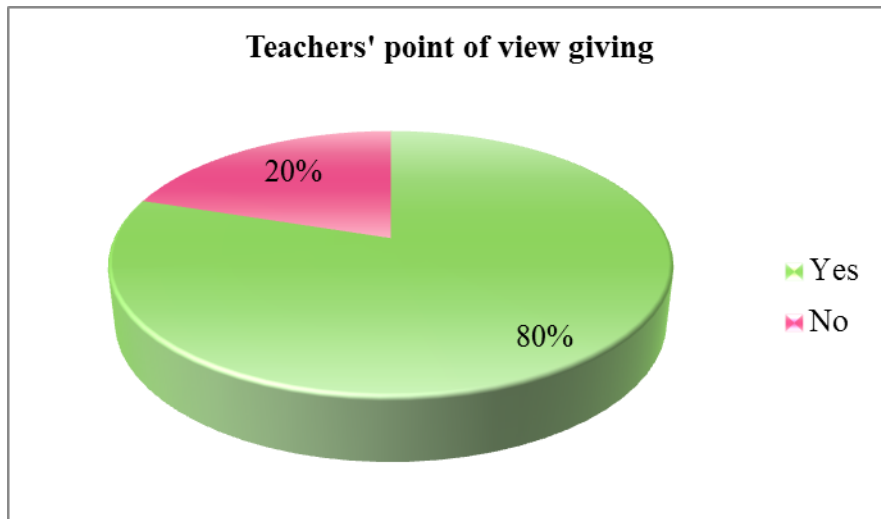


Figure 3.11: Teachers' Point of view about plagiarism

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 informs 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 12: How do you try to solve such problems?

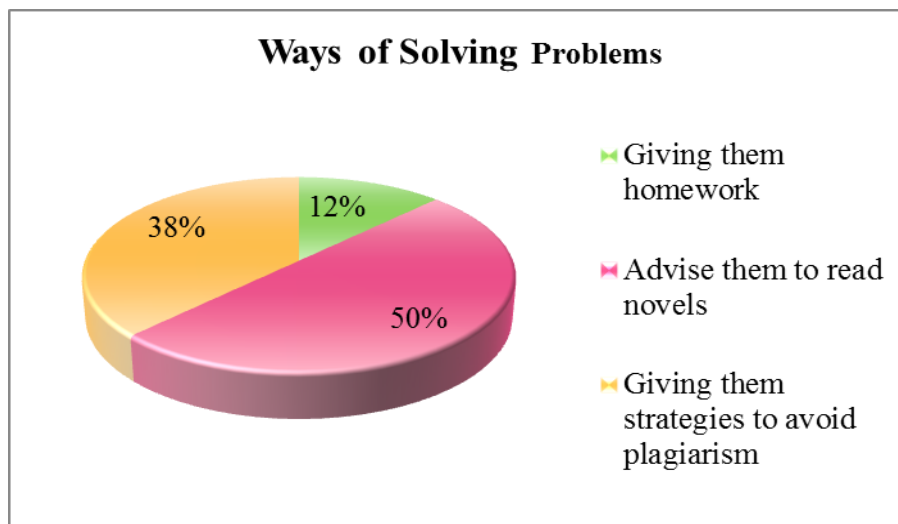


Figure 3.12: The Ways that Teachers' use to Solve Problems

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 give them homeworks, 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.

Interpretations of the Students' Questionnaire:

Section one: Background Information

Q 1: Gender

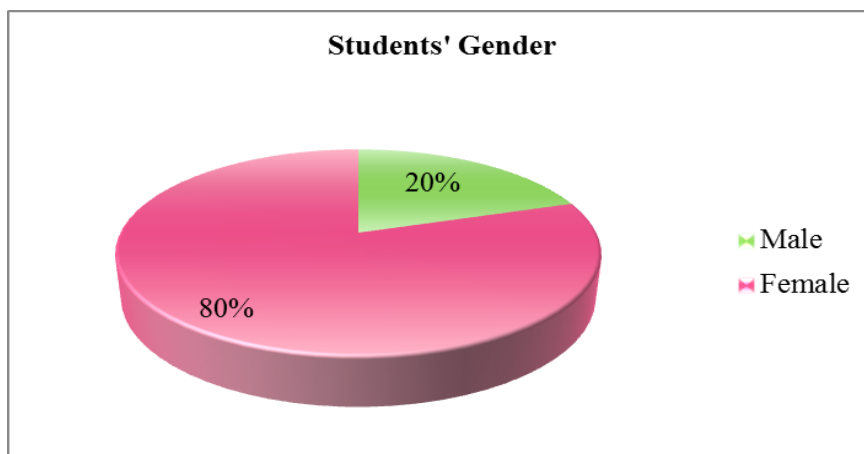


Figure 3.13: Students' Gender

This figure presents students' number and their gender. It involves 50 participants, 10 male and 40 female who are learning English as a foreign language at University of Amar Thelidji.

Q 2: Age

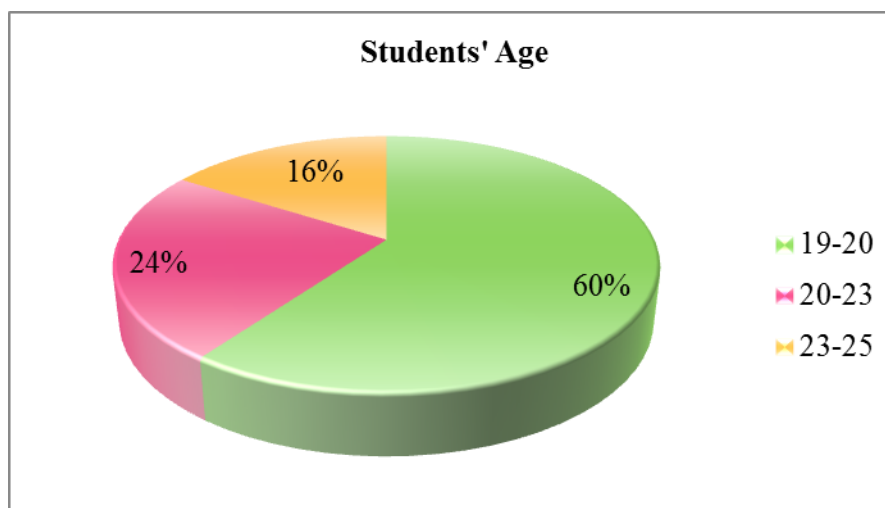


Figure 3.14: Students' Age

The figure above determines students' age which is different. However; the majority of participants are about 20 years old. Nearly they have the same age.

Section two: Students' Problems in Analyzing Literary Work

Q 1: When learning English language, do you think that learning literature is ?

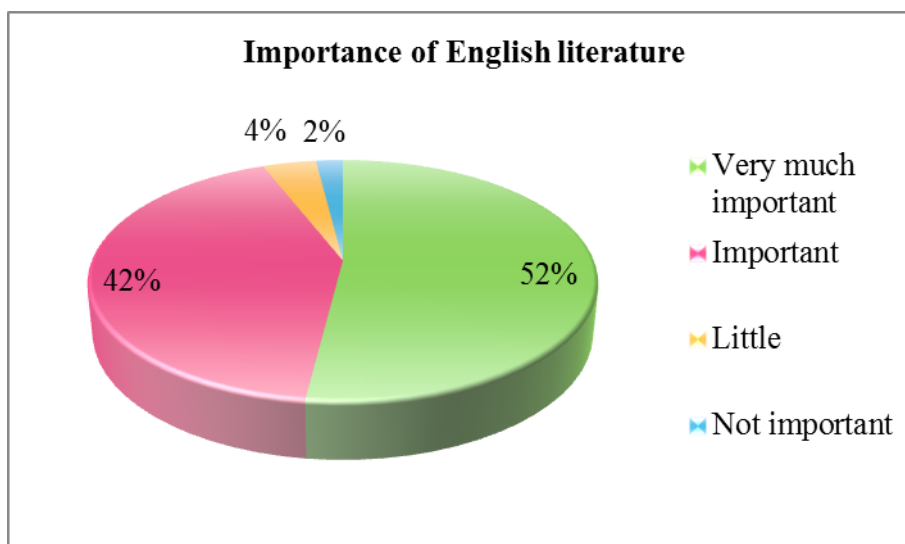


Figure 3.15: Importance of English Literature to 2nd year students

This figure explains that 26 students (52%) think that learning English literature is very much important, 21 students (42%) think it is important, 02 students (4%) claim that it is little important and only one student reports that it is not important. Thus, the majority of students argue that learning English literature is needed so as to master the English Language.

Q 2: Do you think that your level in literature is?

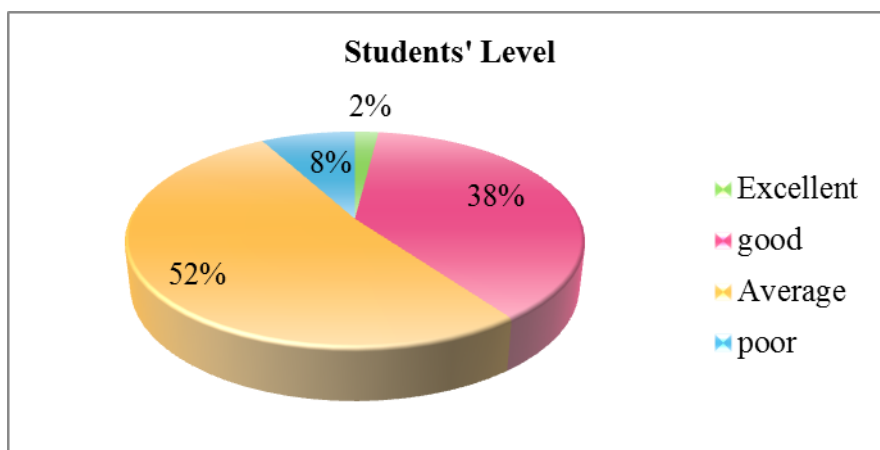


Figure 3.16: Students' Level in English Literature

In this figure only one student (2%) informs that he has excellent level in literature, whereas 19 students (38%) from 50 students believe that they have a good level in English literature, 26 students (52%) from 50 students believe that they have an average level in literature and 04 students (8%) report that they have poor level in literature. From this figure, we can notice that most students are weak in literature, which it can make sense in fact that being weak in analyzing a literary work; and the sample in general is suffering in literature.

Q 3: Are you good in literature writing?

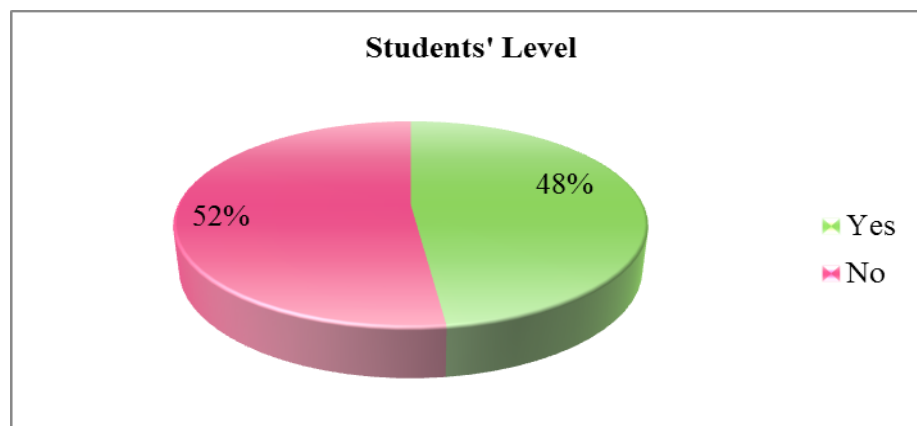


Figure 3.17: Students' Level in Literature Writing

The question was asked about their level in literature writing, in order to know their abilities and their comprehensions in literature. The answer was 24 students (48%) are good in literature writing; however, 26 students (52%) are not good in literature. From this figure, we can see that the majority of students are not good in literature writing, in other words, most of them have a lower level in producing literature.

Q 4: Do you think that you know how to analyze a literary text?

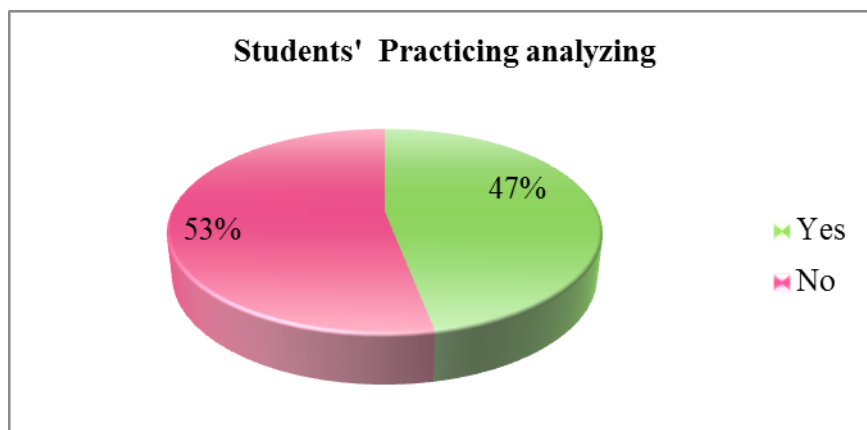


Figure 3.18: Students' Practicing Literary Analysis

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 5: When analyzing a literary text, do you use your ideas, thoughts, and language?

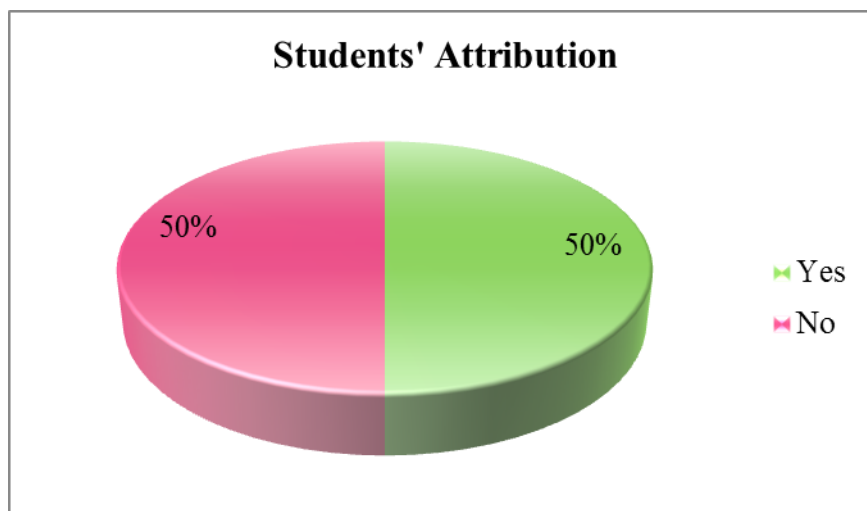


Figure 3.19: Students' Attribution of using Their Ideas

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 6: When asked to do an analysis about a literary text, do you use?

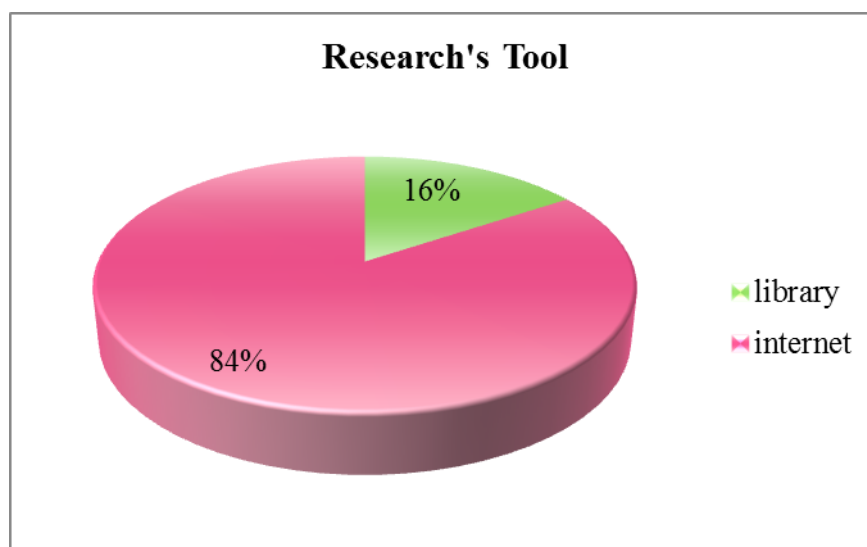


Figure 3.20: The Research's Tool that used by Students

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 7: Do you face problems during analyzing a literary text?

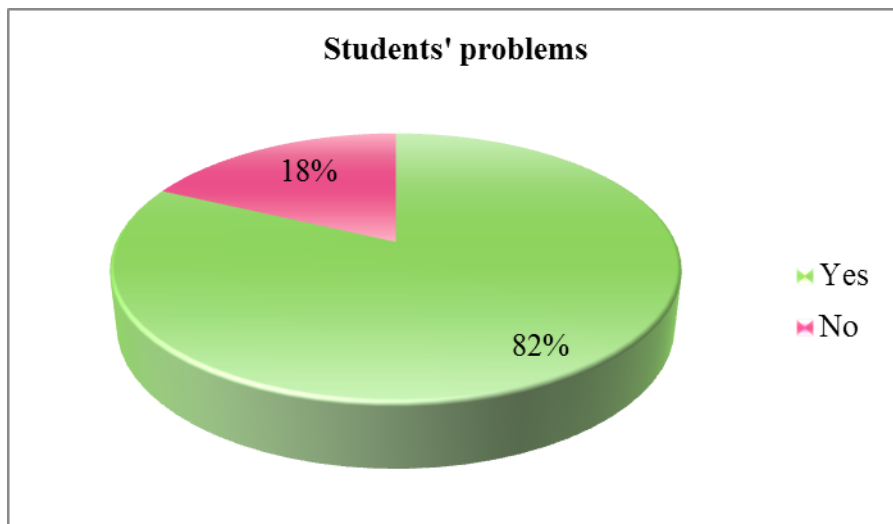


Figure 3.21: Students' Problems in Analyzing a Literary Text

The question was asked about if students face problems in analyzing a literary work, there were 41 students (82%) claiming that they have problems in analyzing a literary work, however, only 09 students (18%) report that they do not face any difficulty. This means that most of them are really facing problems with literature analysis; they explain that because of difficult terms, new words and hidden messages behind literary works, they could not interpret the right meanings.

Q 8: When you use others' works do you?

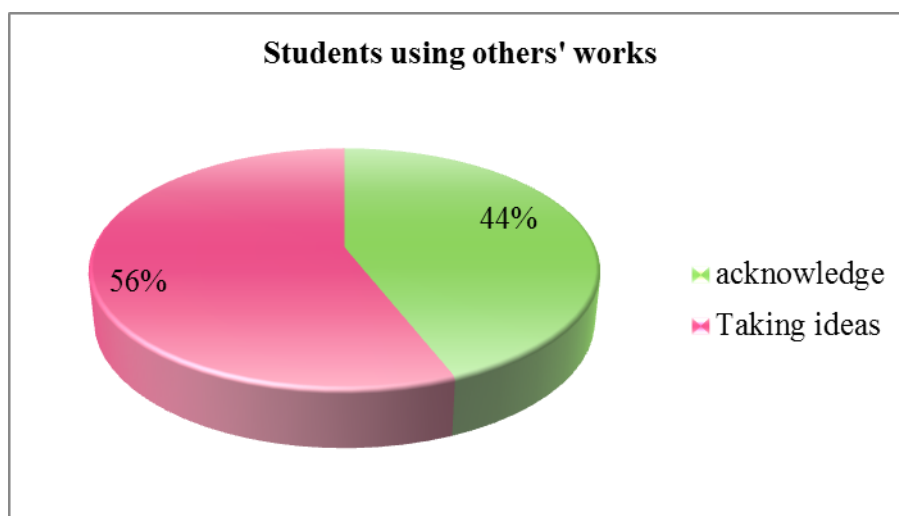


Figure 3.22: Students' Using Others' Works

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.

Section Three: Students' use of Bloom's Taxonomy and Paraphrasing

Q 1: When you starting to analyze a literary work do you know what is the text about?

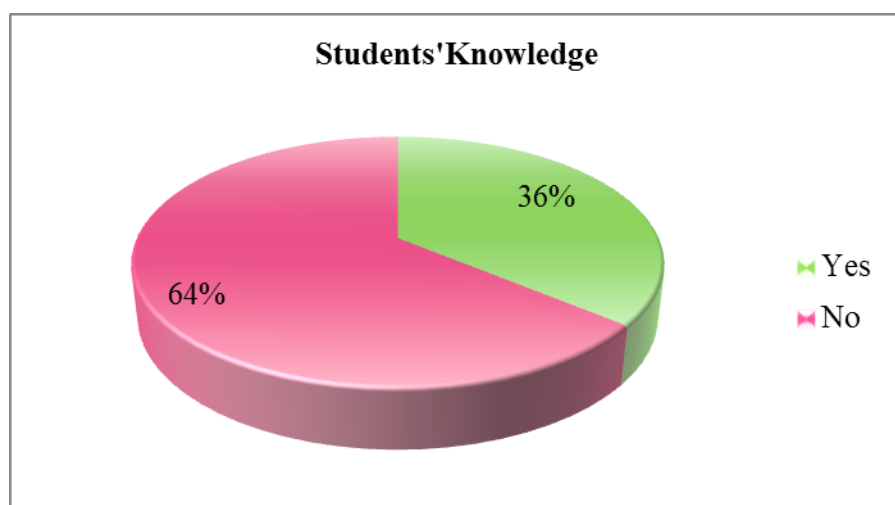


Figure 3.23: Students' Understanding to the Literary Text

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 2: When you analyzing a literary text do you use to take notes or to write a brief summary about what you have understood from?

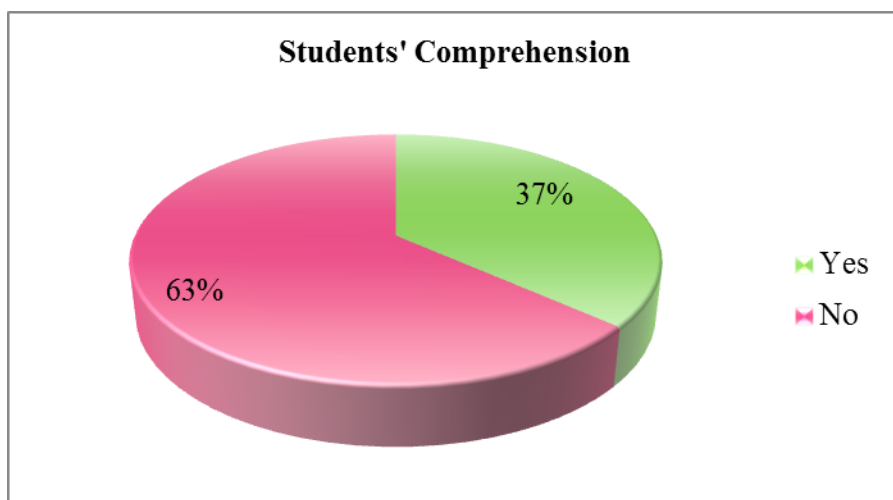


Figure 3.24: Students' Taking Notes

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 3: Can you ask questions about the text when analyze it, in order to develop a set of instructions about it?

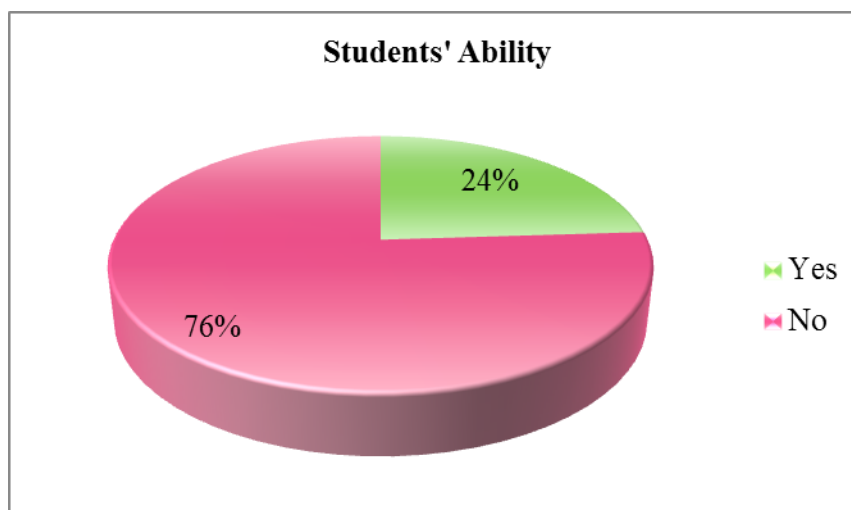


Figure 3.25: Students' Ability to Ask Questions

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 can not ask questions because of the complexity of the language.

Q 4: when you are analyzing a literary text can you imagine the end ?

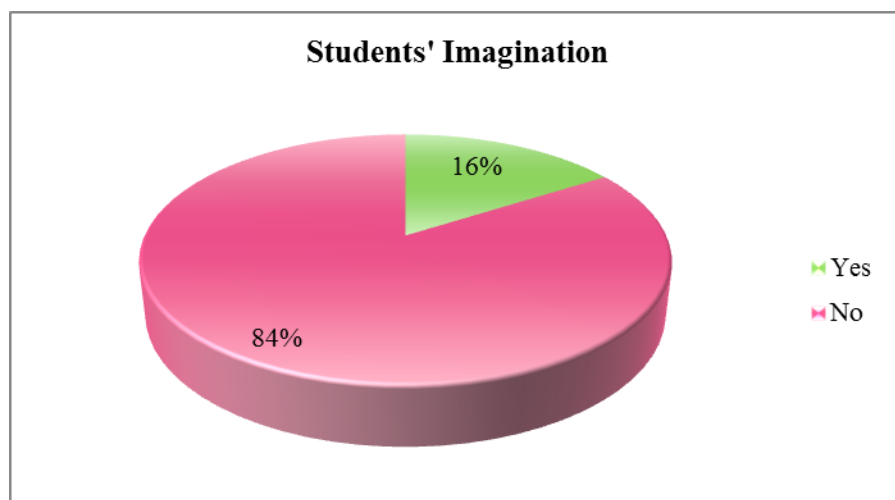


Figure 3.26: Students' Using their Imagination

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, 42 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 5: when you are reading a literary text, can you guess another vision to the events of the story that you have read?

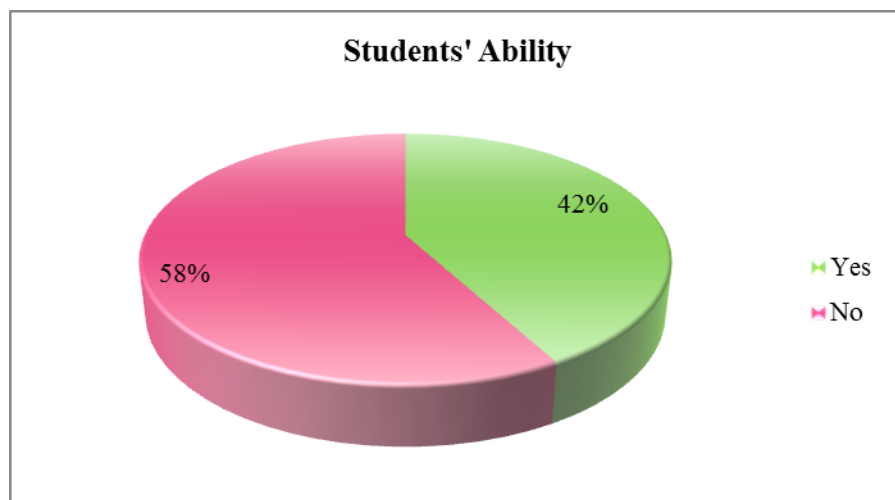


Figure 3.27: Students' Ability to Change and Reformulate

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 6: Do you know how to paraphrase?

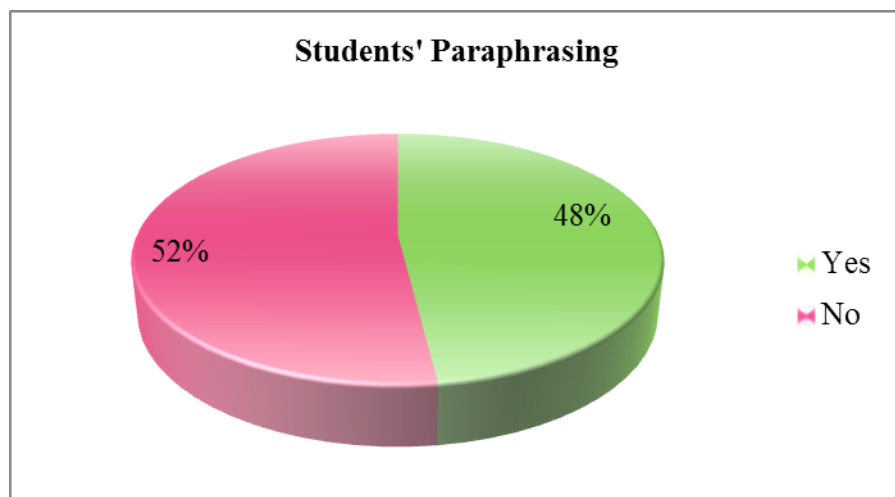


Figure 3.28: Students' Paraphrasing

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 without mentioning the original sources in which they will be commit plagiarism.

Q 7: Why students used to plagiarize?

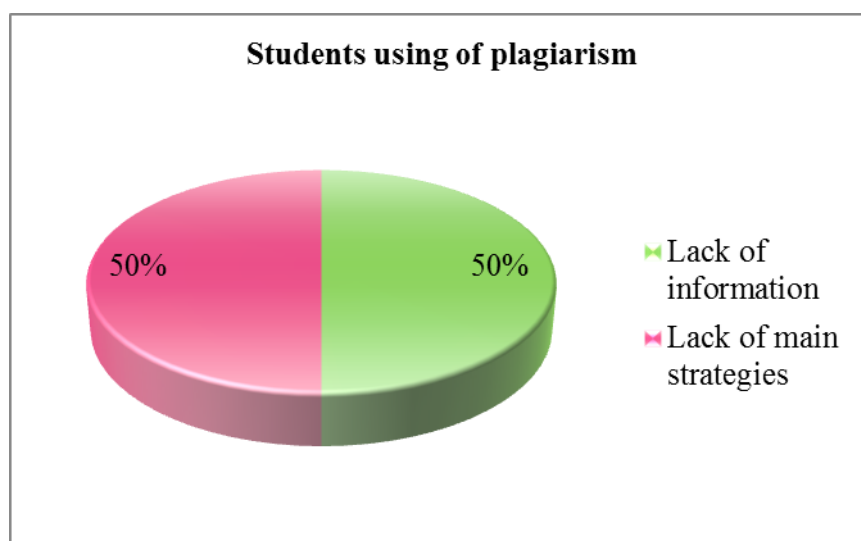


Figure 3.29: The main Reasons behind Students using Plagiarism

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 8: Do you think that if you use others' work with citation, is it plagiarism?

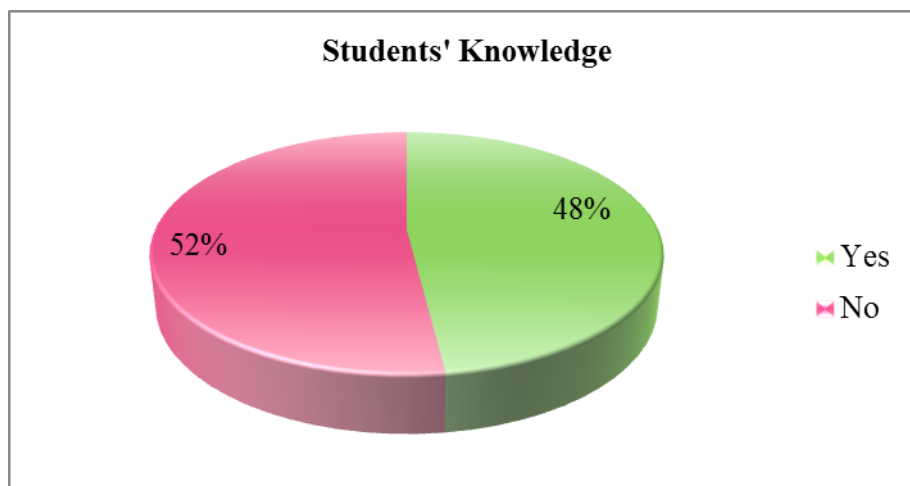


Figure 3.30: Students' knowledge about plagiarism

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.

3.7. Synthesis of the Results

In the present experimental study we insisted on our students' analysis of a literary work. This study as a part of the educational process in higher education; depends on how we can reduce the academic dishonest which is plagiarism. The results of this study show us 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 the main solutions to the students' problem of committing plagiarism in their literature writing. The use of Bloom's Taxonomy is considered as a significant tool in analyzing literary text.

3.8. Conclusion

This chapter explains to us that EFL students lack the main strategies to avoid plagiarism during analyzing a literary work and the important steps of paraphrasing. So, practicing how to analyze a literary text through using Bloom's Taxonomy helps

them to develop their literature writing and enhancing their thinking skills. The findings of this study shows us that the process of plagiarism committed by most of students.

General Conclusion

General conclusion

General conclusion

This study aims to know the reasons of students behind resort to plagiarism in their literature module, and how to avoid them to solve this problem. In general, learners can develop their thinking skills through reading comprehension and practice analyzing literary work in particular. A literary work is considered as a set of three interrelated features which are the author, the text, and the reader. These three elements have an essential role in influencing each other.

Literary works can be expressed in prose or poetry forms, and which are determined by different words in order to create a meaningful image about the work. Literary works contain two main components creative writing and studying what is already written, i.e. the literary analysis that entails the use of the interpretation of a literary process to grasp the hidden meanings or the message that the author wants to convey. The process that most students consider very hard.

Plagiarism is used by the learners in their literary analysis, the fact that the teachers should take into consideration and should think how it can be reduced. This study aims to discover the reasons behind this problem and at the same time to find immediate solutions for Plagiarism.

The findings of the questionnaires' analyses revealed that thinking skills classification levels in Bloom's Taxonomy help in understanding the literary text and solve the problem that the students are facing, in order to understand each part of the text. Moreover, thinking skills involves different levels to remember, understand, apply, analyze, evaluate and create.

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 committing. Further, many other studies are recommended to be done about this topic utilizing another tool to find out other solutions to the suggested problem.

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Appendices

Appendices

Question 03:

Have you ever discovered cases of plagiarism?

a- Yes

b- No

Question 04:

In your opinion, from which source your students get their literary analysis?

a- Website

b- Books

Question 05:

Do you believe plagiarism and cheating could be reduced by making students more responsible for their own learning?

a- Yes

b- No

Question 06:

What are the main reasons that led students to commit plagiarism?

a- Students' fear of failure

b- Students' ignorance of the academy's value system and research techniques

c- The failure of faculty to report genuine plagiarism

Question 07:

What are the different strategies that help students to avoid plagiarism?

a- Teaching how to use Bloom's Taxonomies in analyzing a literary work

b- Teaching them how to acknowledge the source

c- Teaching them how to paraphrase and how to summarize

If there are others can you provide us with more suggestions, please?

.....

Appendices

Question 08:

Do you provide your students pieces of information about your point of view on plagiarism?

a- Yes

b- No

Question 09:

How do you try to solve such problems?

a- Giving them home works

b- Advise them to read novels in order to be creative writers

c- Giving them strategies to avoid plagiarism

Would you like to add any suggestions?

.....

Thank you.

Appendix 02

Learners' Questionnaire

Dear students'

We are Master two students, we would be grateful if you could answer the following questions concerning avoiding plagiarism in literature writing using your opinions and your attitudes toward analyzing a literary text.

Your answers will be helpful for this research.

We hope that you will answer with full attention and interest. You are required to put a tick (✓) in the box.

Be sure that any piece of information you will provide us with this questionnaire will be very helpful.

Section one: Background Information

Gender: a- Male

b- Female

Age: a- 19-20

b- 20-23

23-25

Section Two: Students' problems in analyzing literary works

Question 01:

When learning the English language, do you think that learning literature is?

a- Very much important b- Important c- Little d- Not important

Question 02:

Do you think your level in literature is?

a- Excellent b- Good c- Average d- Poor

Appendices

Question 03:

Are you good at literature writing?

a- Yes

b- No

Question 04:

Do you think that you know how to analyze literary text?

a- Yes

b- No

Question 05:

When analyzing a literary text, do you use your ideas, thoughts, and language?

a- Yes

b- No

Question 06:

When you asked to do an analysis about the literary text, do you use?

a- Library

b- Internet

Question 07:

Do you face problems during analyzing a literary text?

a- Yes

b- No

If yes, which problems you are facing?

.....

Question 08:

When you use others' works do you?

a- Acknowledge the source

b- Taking ideas without acknowledgment

Appendices

Section Three: Students' use of Bloom's Taxonomy and Paraphrasing

Question 01:

When you starting to analyze a literary work do you know what is the text about?

a- Yes

b- No

Question 02:

When you analyzing a literary text do you use to take notes or to write a brief summary about what you have understood from?

a- Yes

b- No

Question 03:

Can you ask questions about the text when analyze it, in order to develop a set of instructions about it?

a- Yes

b- No

Question 04:

When you are analyzing a literary text can you imagine the end?

a- Yes

b- No

Question 05:

When you are reading a literary text, can you guess another vision to the events of the story that you have read?

a- Yes

b- No

Question 06:

Do you know how to paraphrase?

a- Yes

b- No

Question 07:

Why students use to plagiarize?

Appendices

a- The lack of information
plagiarism



b- The lack of the main strategies to avoid

Question 08:

Do you think that if you use others' work with citation, is it plagiarism?

a- Yes



b- No



Thank you

ملخص

هذه الدراسة تسلط الضوء على أهمية التحليل الأدبي في تعلم الأدب الإنجليزي، بحيث أن هذا التحليل الأدبي هو نوع من أنواع المقالات التي تعتمد على إبداء الرأي حول العمل الأدبي عادة ما يكون قصيدة أو قصة قصيرة، وهذا الأخير يشمل مناقشة العناصر الأدبية للنص الأدبي، وعليه فإن هذا الأمر يستصعبه الكثير من طلاب اللغة الإنجليزية مما يؤدي بهم إلى السرقة الأدبية وهي تعتبر سرقة فكرية إذ أنها تؤدي بهم إلى عقوبات شديدة. وبهذا فإن هذه الدراسة تسعى إلى إيجاد حلول لهذه الإشكالية المطروحة من خلال مساعدة الطلاب على تفادي هذه السرقة الأدبية وذلك بإتباع بعض الإرشادات. ومنه نفترض أن العينة التي أجريت عليها الدراسة لن تقوم بالسرقة الأدبية إلا بإعادة صياغة الكلمات أو ذكر المصادر الاصلية المعتمد عليها. ومن هنا نتساءل إذا كان استخدام تصنيف بلوم يعالج المشكلة المطروحة أم لا؟ اعتمدت طريقة البحث النوعي بشكل أساسي على استبيانين تم تصميمهما لخمسة مدرسين للأدب و 50 طالب من طلاب السنة الثانية في قسم اللغة الإنجليزية - جامعة الأغواط. أجريت الدراسة خلال الفصل الثاني للعام الدراسي 2017-2018. أثبتت النتائج فرضيتنا وتوصلت إلى أن استخدام تصنيف بلوم كأداة فعالة في التحليل الأدبي يعزز قدرات التفكير لدى الطلاب.