



# Practising In-Text Citations and Avoiding Plagiarism

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# Pre-Questions



- Tell the differences among quotations, paraphrases, and summaries.
- Why do you need them?
- Are you allowed to borrow other authors' ideas in your academic papers? How?

# Content



- Activities related to in-text citations
- Plagiarism

# Introduction:

## Practising in-text citation



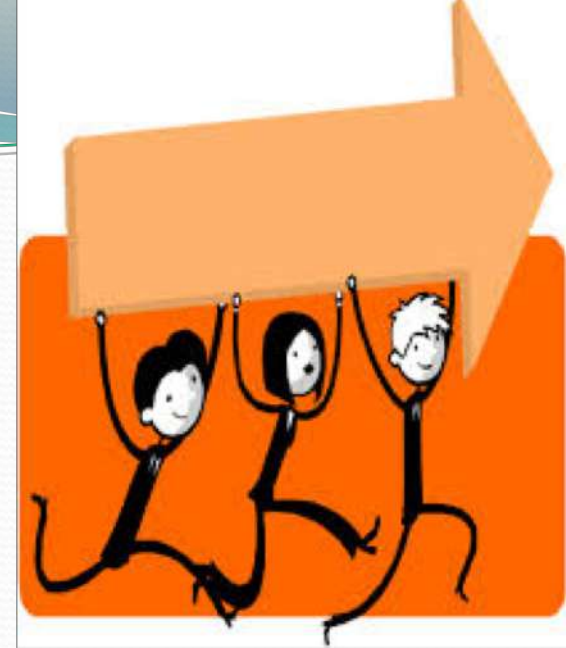
- Three ways of blending other sources into your paper:
  - Quoting,
  - paraphrasing, and
  - summarizing.
- Practise your in-text citation skills through exercises.
- The importance of avoiding plagiarism.



# Activity:

## Paraphrase practice 1

- The following paragraph is an excerpt from Alderson (2000) which you are expected to summarize.
- To do this, use quotations and paraphrases.
- When you finish reading the paragraph, you will see some useful steps which may help you do this exercise.



## An excerpt from Alderson (2000, p. 109)

A common argument in favour of the use of longer texts in, for example, testing for academic purposes, is that this practice reflects more closely the situation where students have to read and study long texts. Thus, even if research has yet to show that certain abilities can only be assessed using longer texts, the authenticity argument runs in favour of using longer texts, a practice followed by IELTS, for example, in contrast with that of TOEFL, where short passages are used. The reason the TOEFL programme gives for using a number of short passages is that it allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas. This points up the sort of compromise one is often presented with in testing, in this case between maximising authenticity by using the sort of long texts that students might have to read in their studies, on the one hand, and minimising content bias by using several shorter passages, on the other hand.

# Discriminate the main idea from supporting arguments.

- **The main idea:**

- A common argument in favour of the use of longer texts in, for example, testing for academic purposes is that this practice reflects more closely the situation where students have to read and study long texts.

- **Supporting arguments:**

- Research shows that certain abilities can only be assessed using longer texts.
- The authenticity argument runs in favour of using longer texts.
- Use of longer texts in IELTS.
- Use of shorter texts in TOEFL.
- Reasons of using shorter texts in TOEFL.
- Maximising authenticity vs. minimising content.



# Quoting directly: Necessary?

- It might be good idea to quote the following sentence directly from the original material.
- This will help you persuade your readers.
- “The reason the TOEFL programme gives for using a number of short passages is that it allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas.”



# Paraphrase/Summarize the main idea by restructuring and rewording it.

- **The main idea:**
  - A common argument in favour of the use of longer texts in, for example, testing for academic purposes is that this practice reflects more closely the situation where students have to read and study long texts.
- Alderson (2000) discusses the use of long texts in academic tests.

# Paraphrase/Summarize supporting arguments which seem important.

- The authenticity argument suggests using longer texts since they give the opportunity of testing specific skills.
- Examples of this can be seen in IELTS.
- TOEFL uses shorter texts in order to cover a variety of topics from different fields.
- Although longer texts allow exaggerating authenticity, using shorter ones allocate diminishing content bias.

# Finally...

- When you put them all together, then the final version of your summary may seem like this.
- Also use **linking devices** to connect ideas.



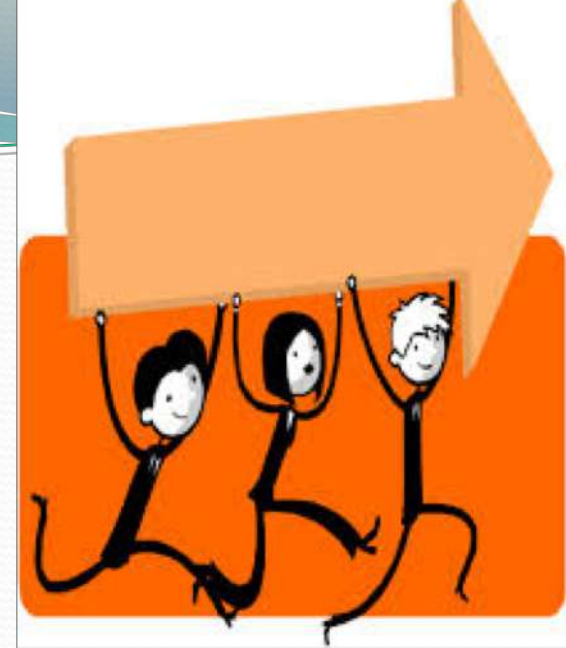
## Suggested citation

Alderson (2000) discusses the use of long texts in academic tests. In this respect, the authenticity argument suggests using longer texts since they give the opportunity of testing specific skills. Examples of this can be seen in IELTS. On the other hand, he maintains that TOEFL “allows a wider range of topics to be covered, thus hopefully reducing the potential bias from a restricted range of topic areas” (p. 109). In conclusion, although longer texts allow exaggerating authenticity, shorter ones allocate diminishing content bias.

# Activity:

## Paraphrase practice 2

- Another excerpt, this time from Brown (2000, p. 30).
- Summarize it by administering similar steps.



## An excerpt from Brown (2000, p. 30)

For centuries scientists and philosophers operated with the basic distinction between competence and performance. Competence refers to one's underlying knowledge of a system, event, or fact. It is the nonobservable ability to do something, to perform something. Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking. In technological societies we have used the competence-performance distinction in all walks of life. In our schools, for example, we have assumed that children possess certain competence in given areas and that this competence can be measured and assessed by means of the observation of elicited samples of performance called "tests" and "examinations."



# Discriminate the main idea from supporting arguments

- The main idea:
- Supporting arguments:

# Quoting directly: Necessary?

Paraphrase the main idea(s) by restructuring and rewording it.



Summarize supporting arguments which seem important to you.

Put them all together  
by adding linking devices.

# Practice exercises in paraphrasing:

Write a paraphrase of each of the following paragraphs.





## An excerpt from Ur (1996, p. 22)

Roughly speaking, the more language the learners actually engage with during the activity, the more practice in it they will get. If the lesson time available for the activity is seen as a container, then this should be filled with as much 'volume' of language as possible. Time during which learners are not engaging with the language being practised for whatever reason (because nothing is being demanded of them at that moment, or because they are using their mother tongue, or because they are occupied with classroom management or organizational processes, or because of some distraction or digression) is time wasted as far as the practice activity is concerned.

Your paraphrase of Ur (1996)

## An excerpt from Harmer (2001, p. 252)

If students are not interested in the topics we are asking them to write or speak about, they are unlikely to invest their language production with the same amount of effort as they would if they were excited by the subject matter. If they are completely unfamiliar with the genre we are asking them to write in, for example, they may find it difficult to engage with the task we have given them.



Your paraphrase of Harmer (2001)

## An excerpt from Harmer (1998, p. 21)

Both pairwork and groupwork give the students chances for greater independence. Because they are working together without the teacher controlling every move, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing. Decisions are cooperatively arrived at, responsibilities are shared.

Your paraphrase of Harmer (1998)



## An excerpt from Chastain (1988, p. 47)

Successful learners are those who are achieving at a level consistent with their potential. They have achieved a productive balance between personal factors such as affective and cognitive variables, instructional factors such as the teacher and the materials, and social factors such as their classmates and other people who play influential roles in their lives. Success cannot be equated with course grade. For some students an “A” may not represent their maximum potential just as “D” may indeed represent the maximum achievement of others.

Your paraphrase of Chastain (1988)

# Successful paraphrases vs. unsuccessful ones

- If you follow the instructions properly; then, you can paraphrase the other authors' ideas successfully.
- However, disregarding these instructions will result in failure.
- Consider, you search on the notion of reading methodology and you like the ideas presented by Hedge.
- Read the following text and then consider the differences among sample paraphrases.



## The original passage from Hedge (2000, p. 194)

A concern that students should exploit their knowledge of language effectively implies a number of points for the methodology of the reading class. First, encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of written texts. Second, texts need to be chosen and tasks designed to provide support for what the learner already knows. Third, there might be value in regular use of analytical activities which draw students' attention explicitly to some linguistic features of texts. And finally, when students deal with a particular reading text in class, the teacher will need to prepare them for any specific language difficulties they might encounter in it.

## A legitimate paraphrase of Hedge (2000)

Hedge (2000) deals with a procedure of reading classes constituting of four steps. Firstly, she recommends extensive reading to gain lexical knowledge and familiarize themselves with the elements of written materials. Secondly, readers are expected to be reminded their previous knowledge by the help of texts and tasks. Thirdly, the employment of analytical activities systematically may highlight the specification of linguistic elements. Fourthly, teachers are expected to assist readers to overcome any possible language problems related with the text.

## Explanation on the legitimate paraphrase

- The author refers to Hedge as the author of the original text and also adds date of publication to the in-text citation.
- Paraphrases every sentence in the original text by restructuring them and using his own words.
- ‘extensive reading’, ‘analytical activities’, ‘written’, ‘linguistic’, and ‘language’: remain the same in the paraphrased version because they are terminologies.
- Do not change terminologies.
- Use synonyms for the other words.
- No quotations in the text.
- It is also possible to use quoted texts with paraphrases.
- Consider the following example.



## A legitimate paraphrase of Hedge (2000) with an integration of a quotation

Hedge (2000) deals with a procedure of reading classes constituting of four steps. Firstly, she indicates that “encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of written texts” (p. 194). Secondly, readers are expected to be reminded their previous knowledge by the help of texts and tasks. Thirdly, the employment of analytical activities systematically may highlight the specification of linguistic elements. Fourthly, teachers are expected to assist readers to overcome any possible language problems related with the text.

# Explanation on the legitimate paraphrase & quotation

- To highlight the importance of the first step of the procedure, the author directly borrows from the original source.
  - Use double quotation marks and page number.
- However, to report the other three steps, the author uses paraphrases.
- It is possible to summarize Hedge's original text in a shorter version.
- Consider the following legitimate summary of the text.

## An acceptable summary of Hedge (2000)

- Hedge (2000) deals with a four-step procedure in reading classes such as encouraging readers to read extensively, selecting the text and activities in relation with their previous knowledge, employing analytical activities systematically, and providing teachers' assistance with possible language problems related with the text.



## Explanation on the legitimate summary

- The author refers to Hedge as the author of the original text and also adds date of publication to the in-text citation.
- The major points in the original text were summarized and restructured.
- The previous three samples: legitimate paraphrases and summary of Hedge's original text.
- Be careful about avoiding plagiarism.
- The following sample provides a plagiarized example of Hedge's original text.

## A plagiarized version of Hedge (2000)

According to Hedge (2000), a concern that students should exploit their knowledge of language effectively implies a number of points for the methodology of the reading class. To Hedge, first, encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of written texts. Second she indicates that texts need to be chosen and tasks designed to provide support for what the learner already knows. Third, Hedge maintains that there might be value in regular use of analytical activities which draw students' attention explicitly to some linguistic features of texts. Finally she reveals that when students deal with a particular reading text in class, the teacher will need to prepare them for any specific language difficulties they might encounter in it.

## Explanation on plagiarized version

- Plagiarized because the author directly quotes from the original source without indicating this properly to the readers.
- When you directly quote, use double quotation marks to indicate that you did not write the quoted section.
- Refer to the author's surname, date of publication, and page number.
- In this plagiarized text, the author presents Hedge's sentences as if they were written by himself.
- Although the author acknowledges Hedge as the author of original source, the italic phrases are incorrectly presented as if they are the author's own sentences.



No plagiarism

but still cannot be acceptable

According to Hedge (2000), “a concern that students should exploit their knowledge of language effectively implies a number of points for the methodology of the reading class” (p. 194). To Hedge, “first, encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of written texts” (p. 194). Second she indicates that “texts need to be chosen and tasks designed to provide support for what the learner already knows” (p. 194). Third, Hedge maintains that “there might be value in regular use of analytical activities which draw students’ attention explicitly to some linguistic features of texts” (p. 194). Finally she reveals that “when students deal with a particular reading text in class, the teacher will need to prepare them for any specific language difficulties they might encounter in it” (p. 194).

# What is plagiarism?

- Engage with other people's ideas in relation with the field of ELT.
- Read related academic papers such as articles and books with your topic and then incorporate them into your own paper.
- While using the other's ideas, be very careful; because if you do not give credit where it is due; then, plagiarism occurs.
- This means that you use their work without properly acknowledging the original source of the information.
- If you do not cite the sources properly in your paper, this will result in charges of plagiarism.

# How can you avoid plagiarism?

- Acknowledge the original source of information whenever you use
  - any information which is not common knowledge,
  - an idea or opinion which does not belong to you,
  - specific words and phrases,
  - statistical information from a scientific study such as facts and figures, and
  - quotations, paraphrases, and summaries from other sources.



# Common knowledge

- No need to acknowledge any source in case of using common knowledge.
- This does not necessarily mean that you can copy works' of other.
- Instead, you should give such information to your readers by structuring your own sentences with your own words.
- If you are not sure whether the information is common knowledge or not, provide citation.
- What does common knowledge include?
- To answer this question, you can regard two components of it.

# General common knowledge

- If you are using a generally accepted date, you do not need to acknowledge this since it is known by everyone.
- Such factual information belongs to the public.
- *Sample use of general common knowledge:*
  - Turkish Republic was founded in 1923 by Atatürk.

# Field-specific common knowledge

- General common knowledge: known by anyone in the society.
- Field-specific common knowledge: common only within a specific field of people.
- Such knowledge may include information related with the basic theories of any specific field.
- *Sample use of field-specific common knowledge*
  - Learning a foreign language requires practising four basic skills of reading, writing, speaking, and listening.



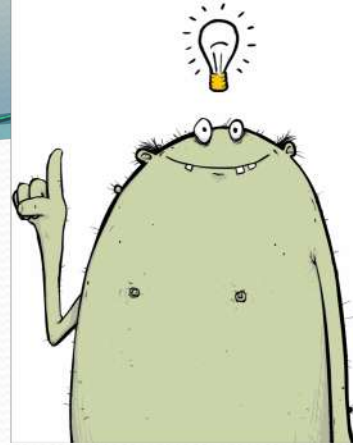
# Suggestions to avoid plagiarism

- Pay attention to your paraphrases.
- Many novice authors have an intention of putting other researchers' ideas into their own words without acknowledging them.
- You should sound scientific.
- To provide this, you are not allowed to acclaim any information without providing necessary references.
- For example, if you claim that female learners are more successful than male learners in terms of reading comprehension in a foreign language; then, you must refer to the results of experimental studies which support this.
- Claiming this without referring to any studies means that your paper does not sound scientific.

## Sample of a Non-Academic Sentence

- According to the results of a research study, female learners are more successful than male learners in terms of reading comprehension in a foreign language.
- Is not academic because we do not know the source of the information.
  - ‘a research study’

# Conclusion



- You have practised your skills in quoting, paraphrasing, and summarizing.
- Avoid plagiarism!



*The End*