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مَجَلَّةُ إِحْصَاءِ لُغَاتِ

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تُصَدَّرُ عَنْ مَعْهَدِ الْآدَابِ وَاللُّغَاتِ بِالْمَرْكَزِ الْجَامِعِيِّ مَغْنِيَّةَ بِالْجَزَائِرِ

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أعمال الملتقى الوطني الأول

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

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنية - الجزائر

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قواعد النّشر في المجلّة

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

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

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افتتاحية العدد

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

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

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

رئيس التحرير

Presentation

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

Aims of the Conference

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

Subject Fields

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

Issues

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

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

Call for Contributions

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

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

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- **Dr. Morad NAOUM**, *Director of Maghnia University Centre.*
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The Fine Line between Originality and Plagiarism in Academic Writing

Sihem GHAZZEL

The Fine Line between Originality and Plagiarism in Academic Writing

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Abstract

Generally, any academic researchers are confronted in their writing processes during the research path with some procedures that they should take into consideration while conducting their scientific papers and dissertations by checking their credibility. Especially in a time when everything is appearing as just a review or a forgery for what had been already saying, and to face the nightmare of plagiarism which is a serious, yet widespread type of research misconduct. Fortunately, the academic community is devoting great energy to help academicians by useful perspectives to avoid the pitfalls of plagiarism that can damage the scientific reputation and authentic contributions of researchers.

Keywords: Academic Writing, ethical Policy, originality, plagiarism, research Integrity.

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The Fine Line between Originality and Plagiarism in Academic Writing

Sihem GHAZZEL

1. Introduction

Researchers in the early stages of scientific study are frequently presented with terms of credibility in order to define and perform their work, and these basic regularities are regarded as crucial steps in writing unique and plagiarism-free academic papers or research. To do so, they must consider some procedures to avoid any academic breach and present an acceptable academic work, including some useful tools for detection such as quoting and paraphrasing to avoid any unethical damage to one's scientific reputation, and, of course, some instructions and perspectives to opt for this complex task that matters a lot in the academic arena, and can determine the fine line between something original and something plagiarized.

Thus, this scholarly study tries to investigate the unique way in which the researchers can submit any academic writing by confidence, after figuring out the ethical aspects and structures to prevent the original work from the daunting process of plagiarism, by tackling some useful tools of detection and an honest research integrity as; truthful citations, and quotes that are part of academic ethics. In addition to some recommendations about the best way of avoiding the unethical approaches, and to solve problems of honesty by following primordial rules to write whatever is needed with caution, and to report correctly and truthfully the academic paper without deficiencies. To open the scientific research gate for original and talented researchers to improve more in the scientific domains, and unleash their scientific gains, and contributions with ease for the sake of knowledge in the academic setting.

2. Defining essential concepts

To start with Plagiarism is committed when someone takes another author's language word-for-word or theories or even facts, and does not put quotation marks around the borrowed language nor has a citation with a page number or give credit to the author. This was stated clearly by Harvard College Writing Program Guide to Using Sources when it quoted:

In academic writing, it is considered plagiarism to draw any idea or any language from someone else without adequately crediting that source in your paper. It doesn't matter whether the source is a published author, another student, a Web site without clear authorship, a Web site that sells academic papers, or any other person. Taking credit for anyone else's work is stealing, and it is unacceptable in all academic situations, whether you do it intentionally or by accident. (Southern Illinois University Board of Trustees, 2012).

The Fine Line between Originality and Plagiarism in Academic Writing

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This stresses the fact that plagiarism is a serious problem in academia, and one's should take into consideration its consequences. The basic act of copying and pasting may appear harmless in our tech-savvy age, but it has major ramifications in academic and professional settings.

Another important term in research is originality, which is viewed differently in different cultures and research domains, with some emphasizing that copying what another person wrote is a way to honor the original writer, while others, such as in American educational settings, see plagiarism as stealing another person's work has nothing to do with creativity. Even though nothing is original and everything is rehashed. This is not a new phenomenon, but it has prompted much thought in the scholarly community during the last decade. From the Romans to the seventeenth century, talent was valued over originality, and many brilliant painters and authors, such as Shakespeare and Leonardo Da Vinci, reproduced some of their most famous works. As a result, the process of originality not only demonstrates to readers that a researcher, particularly an academic writer, is knowledgeable about his subject, but it also assures everyone. You must preserve originality when using elements of this previously published work in your works.

When working on an academic project, you will be expected to conduct extensive research on your topic. You'll need to demonstrate an understanding of other researchers, scientists, and academicians' contributions to your field of study.

At the same time, the word "academic writing" plays an important role in establishing a student's or researcher's creative touch when creating their work, and this procedure must adhere to particular requirements. It is used by students, instructors, and researchers from all disciplines to communicate ideas, make arguments, and engage in intellectual discussion. Academic writing, particularly in the English language, is complicated, formal, objective, explicit, guarded, and responsible to some extent. It uses exact and correct wording and is well-organized and planned. Many students are juggling multiple assignments at once, but they have no idea how to acquire information. They also find it challenging to effectively arrange it. As a result, academic writing becomes a difficult chore for them.

According to Bailey (2014), most writers write for one of the following reasons:

- To report on a piece of research that the author has carried out.
- To respond to a question that has been given to or chosen by the writer.

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- To address a topic of general interest and present the writer's point of view.
- To synthesize previous research on a subject.

Therefore, to write a good academic paper you need to follow steps that constitute the writing process in a very original structured manner, and free from any academic dishonesty that determines useful scientific and educational skills.

3. Perspectives on the process of plagiarism

It is clear so far that plagiarism is considered a serious offense in academic and research settings, and through this guide, one's can look at various strategies that can help students navigate the confusing terrain of scholarly attribution, by knowing the consequences of plagiarism that can be personal, professional, ethical, and legal, and trying to answer these following questions: How can learners be taught to analyze sources and give due credit to the authors? Why have so many accomplished researchers been accused of stealing from others? How to appropriately quote and paraphrase, precisely credit important works, and safely draw on primary and secondary source material without raising the red flag of plagiarism what can we do to promote a free and ethical flow of ideas?

Plagiarists are being discovered at an alarming rate now that plagiarism detection software is so widely available and used. Once accused of plagiarism, a person will almost certainly be treated with suspicion for the rest of their life. It is not acceptable to offer ignorance as an excuse. Academics, professionals, students, journalists, authors, and others are among the plagiarists. Plagiarism allegations can result in a student or researcher in the academic area being suspended or expelled, and plagiarism is taken very seriously by all schools, colleges, and universities. As a result, any act of indifference or dishonesty can result in a tarnished reputation, the loss of a job, and legal issues. Indeed, it is a huge concern since plagiarizing might reduce learning in courses where students take classes to grasp the content, and plagiarizing does not support the learning process. Furthermore, cheating to gain a degree devalues the university's credentials.

3.1. Is it possible to steal words and ideas?

Plagiarism takes many forms, but it may be divided into two categories: plagiarism of ideas and plagiarism of text (verbatim). Plagiarism of text and word recycling are equally severe flaws in

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humanities and literature, where wordings and eloquence of the text constitute the soul of work and uniqueness. These cases reveal the seriousness of this process in academia:

- Submitting someone else's work as your own.
- Stealing someone else's words or ideas without crediting them.
- Omitting to put a quotation in quotation marks.
- Providing misleading information about a quotation's source.
- Modifying words but copying a source's phrase structure without providing credit.
- Plagiarizing so many words or ideas from a source that it accounts for the majority of your work, regardless of whether you give credit to the source or not.

In fact, the writer's worry about stealing ideas is generally rooted in his or her insecurity. They have built their masterpiece, and it's taken a long time and a lot of labor. It's a priceless effort to create something new, and to come and take it without acknowledging the original idea is harmful academically speaking.

4. TWO TYPES OF PLAGIARISM

- *1-WORD-FOR-WORD PLAGIARISM*: This kind of plagiarism is committed when someone copies a string of 7 or more words from original work, and represents the words as one's own (Indiana University School of Education 2014). This can be illustrated by the following example:
- Original text: "The gender pay gap affects all women, but for women of color the pay shortfall is worse. Asian American women's salaries show the smallest gender pay gap, at 90 percent of white men's earnings. Hispanic women's salaries show the largest gap, at 54 percent of white men's earnings. White men are used as a benchmark because they make up the largest demographic group in the labor force" (aauw.org)
- Plagiarized text: The pay gap affects all women, but for minority women, it is worse. White men are usually the ones people are compared to because they make up the largest group in the labor force (aauw.org)

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- **2-PARAPHRASING PLAGIARISM:** This is committed when someone copies or summarizes ideas from original work, and represents the ideas as one's own (Indiana University School of Education 2014). This can be illustrated by the following example:

Original text:

"The gender pay gap affects all women, but for women of color, the pay shortfall is worse. Asian American women's salaries show the smallest gender pay gap, at 90 percent of white men's earnings. Hispanic women's salaries show the largest gap, at 54 percent of white men's earnings. White men are used as a benchmark because they make up the largest demographic group in the labor force" (aauw.org)

Plagiarized text :

The pay gap is an important issue for all women because all women, regardless of race, make less than men of the same race. Because white men tend to make the most money, studies often use them as the benchmark.

One can notice in both cases of these examples be the plagiarism committed intentionally or unintentionally, the writer did not put the language in quotation marks nor cite correctly, did not precise or give credit from where he got his information.

Overall, Plagiarism is more complicated than simply stealing someone else's work or ideas as illustrated in the example. The process of plagiarism can occur if you don't properly reference the work you're quoting. Similarly, if you re-use something you've already written and don't acknowledge it, you're still plagiarizing.

4.1. Other significant types

Anyone who has written or graded a paper knows that plagiarism is not always a black-and-white issue.

- **The Ghost Writer:** A writer submits another's work as his or her own, word for word.
- **The Photocopy:** The writer replicates significant amounts of text without alteration from a single source.
- **The Poor Disguise:** While the writer has kept the source's basic information, he or she has somewhat changed the paper's appearance by replacing key terms and phrases.

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- **The Misinformer:** The author gives false information about the sources, making it impossible to track them down.
- **The Perfect Citation:** The writer correctly cites a source, but fails to add quote marks around content that has been copied word-for-word, or almost so.

5. Hurdles and Punishment

This phase is generally associated with the penalties of plagiarism, which can destroy one's work, but it is worth noting that one moment of folly and rash effort can cost you your entire academic career. Because plagiarism can range from mere dishonesty to a significant problem, the severity of plagiarism determines the penalty. Plagiarism is something you should avoid if you value original thought, personal integrity, and intellectual study. That is why it is critical to correctly cite your sources and integrate quotations. The University for example; makes comprehensive resources available to students and educates them about academic integrity so that they are aware of what constitutes plagiarism and collusion, as well as the consequences of such behavior. If a student is determined to have engaged in any academic misconduct activity not specifically described above with the intent of getting an unfair advantage, the discipline committee should use its discretion in determining the amount of penalty that should be applied following the proportionality principle and taking into account the circumstances and intentions of the student. These questions are frequently phrased in narrow, judgemental terms, leaving little space for the teacher or the student to comprehend the complexity of permission, acknowledgment, and copyright.

5.1. Does this mean I should not even use other people's work?

Any type of study material is welcome to be used on a conditional basis, such as transcribing precise words from books, journals, and websites, for example. The copied words must be surrounded by quotation marks and ended with citations. Whether it is via a lecture, interview, speech, email, or media channels like radio, television, or webcast, a speaker's ideas can be used. All of these issues can be resolved by following proper citation practices, which allow the reader and audience in general to check the legitimacy of your references or the full interpretation of research materials.

In the case of Common knowledge which refers to information that the average, educated reader would accept as reliable without having to look it up. Information that most people

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ubiquitously know about. Or can be shared by a cultural or national group. Or any Knowledge shared by members of a certain field. This normally is not cited because everybody knows it, however; if uncertain just treat it as the other works and cite the source. Use other people's views and information to back up and reinforce your arguments or analyses. Finding out what is previously known, putting it together in new ways with other ideas, and then adding your unique insights is what research is all about and you are welcome to use them but conditionally.

6. Understanding plagiarism to avoid falling into its trap

Writing a research paper poses challenges in gathering literature and providing evidence for making one's paper stronger. This can be faced even by non-native English speakers who have a higher challenge of communicating their technical content in English as well as complying with ethical rules. Nevertheless, to solve such a problem all one needs is to learn how and when to quote and also avoid patch working material. Just cite references accurately and correspondingly. Thus, it gives immense respect and truthfulness toward science and gives the way for quality papers to publish when you follow the guidelines:

1. Cite your Sources: Do not copy-paste the material from the reference paper verbatim.
2. Use Quotations: Use quotations to show that the text was obtained from another work.
3. Cite your Sources: Self-checking your documents with plagiarism checker programs is the greatest approach to avoid plagiarism misconduct. You must cite yourself if you use material from a previous publication. It is not necessary to cite facts or common knowledge. Include a reference if you are unsure.
4. Keep a list of the sources you consult: To handle the citations for the paper, utilize citation software such as EndNote or Reference Manager.
5. Use plagiarism checkers: Tools like iThenticate and eTBLAST can help you discover plagiarism.

With the use of such truthful detection tools, researchers can boost their chances of publication grow their career wisely and can overcome the process of cheating, and go on to produce original academic thought and work. In addition to some other online prevention materials and checkers that can be used by students and teachers alike to detect plagiarism from the roots:

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- **Citation Machine:** This website assists scholars and professionals in citing sources correctly. Citation styles such as APA, MLA, Chicago, and Turabian are available to users.
- **Zotero:** A free and simple web tool for collecting, organizing, citing, and sharing research sources. Zotero works with a wide range of web resources and allows users to extract and save bibliographic references automatically.
- **Turnitin:** Using the Internet's search capabilities as well as a proprietary database of college papers, Turnitin generates a report for students and professors that emphasizes elements of an assignment that are not original and so may be plagiarized. The idea is that students will be able to go back and double-check that they have properly cited any parts of the work that may be demonstrated to appear elsewhere.
- **Grammarly** is a grammar-checking program that is becoming increasingly popular among ESL/EAP/English language learners. As an instructor who values academic integrity, students and researchers alike can benefit from its useful techniques to reduce errors and write effectively any academic paper.

To correct all of the errors and make the writing more fluid, you'll need to use internet tools. These can assist you in identifying problems that you can subsequently fix in the academic papers, and to create original material and improve the effectiveness of your writing, these tools can help you avoid plagiarism in your work and are well worth your time. Besides, learning how to avoid plagiarism requires regular practice in addition to a greater understanding of what constitutes plagiarism.

6.1. Concrete Examples

Plagiarism is a serious infraction of publication in ethics, according to the majority of academic researchers. This can be seen in one of Melania Trump's renowned speeches delivered during the Republican National Convention 2016, and the reality is that it was marked as a plagiarized speech, taken verbatim from her predecessor Michelle Obama's Democratic National Convention 2008. Despite Trump's campaign's concerns, the speech included more than just generic verbiage used by both Trump and Obama. It may be even more important in this case because of the example it sets for students and other prospective orators. The passages are as follow:

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The plagiarized one:

From a young age, my parents impressed on me the values that you work hard for what you want in life; that your word is your bond and you do what you say and keep your promise; that you treat people with respect. (qtd. in Haberman et al.)

The original one:

You work hard for what you want in life; that your word is your bond and you do what you say you're going to do; that you treat people with dignity and respect, even if you don't know them, and even if you don't agree with them. (qtd. in Haberman et al.)

Notably, after major events, government leaders have utilized ghostwriters to prepare speeches. And this example is no excuse. The term "ghostwriting" refers to writing in someone else's name for publishing under that person's name (Landers, 2008). It is more frequently known and utilized by speech writers for presidents and political leaders, especially when big government initiatives are presented to the broader public when a substantial piece of legislation has been approved or a significant piece of legislation has been signed by the president.

If universities identify ghostwriting, it is considered academic dishonesty and can result in sanctions. Universities have devised measures to fight academic services supplied to students and researchers that may be related to academic fraud. Professors at several universities are permitted to offer students oral examinations on papers that they suspect of being ghostwritten. If a student does not understand the subject of an essay that he or she has produced, he or she may be accused of academic fraud.

Delivering a plagiarized speech is bad enough, because ideas matter a lot, but engaging in such unethical behavior is even worse. So, in this shown case, engaging in intellectual theft without proper credit is viewed as an unacceptable and offensive task for scholars or even politicians.

7. The Fine Line between Plagiarism and Research

The gist of everyone's thoughts on the problem boils right down to this unethical process; plagiarism wherein you operate one source on your factor of view inside your academic paper, however, it is far taken into consideration studies in case you use a couple of supply to cowl the

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topic. Of course, there are instances whilst that teaching of notion may not preserve up whilst writing instructional papers. From all angles then, plagiarism is something that ought to be prevented in any respect charges and at each opportunity. The exceptional recommendation is when in doubt, to cite your source. Plagiarism is not a simple wrong, as you discover across disciplines and fields; a thorough understanding of its function in contemporary intellectual life requires a broad approach that incorporates conceptions of what is original and the role of imitation in the creation of new writings. Most academicians understand the issues of plagiarism as well as the importance to take utmost care when citing all their sources in a research publication. Citing sources is in your interest not only to avoid plagiarism but also to make your work widely trusted and accepted.

Drawing upon previously established ideas and values and adding pertinent information in your paper are necessary steps, but these need to be done with caution without falling into the trap of plagiarism and forgery because such acts seriously undermine the validity of scientific research. Besides following the academic integrity that is emphasized in mission statements, rules, processes, and honor codes at the majority of educational institutions. Many institutions have academic integrity pages on their websites that describe what the term means to their institution. Fairness, honesty, trust, respect, responsibility, and courage are the six essential principles that are addressed and thus students must succumb to these educational laws to guarantee the production of an original work.

Nonetheless, the fact that academic writing is standardized makes it possible for any talented writer to bring new ideas with an original flavor. Here comes the importance of originality that one's needs to consult widely, paraphrase the ideas of other writers, and at the same time render correct citation for such borrowed ideas and transform them into effective non-plagiarized ideas. To work honestly and creatively, amid the challenges posed by new technologies, to fulfill new demands of learning and teaching. Not perfection, but uniqueness, which marks the start of new horizons for any academic endeavors.

8. Recommendations for clear academic writing

Sometimes the desires of educational writing can also additionally appear contradictory. Academic writing is a challenge. It needs that you construct on work carried out through others, however, create something unique from it, and plagiarism below the policies for examinations is

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taken into consideration as a disciplinary offense. Students may believe they are regurgitating material from multiple sources and have no creative ideas. Fortunately, how you connect with the information, not how much you knew at the start, determines how original you are. Even if you enter a project with little expertise, you will begin to form an opinion as soon as you begin reading numerous books and articles. Academic integrity refers to students', faculty's, and staff's dedication to acting honestly and morally in their academic lives, and so you should be an honest seeker for knowledge and science by conducting such a moral code and following an ethical policy in your academic journey.

So, as a method to stand this lure is to unquestionably cite, that's the social duty of teachers and studies arena. Understanding Academic integrity; credibility in studies, taking appropriate notes, the usage of rates effectively, paraphrasing, and efficaciously citing your sources are all your major solutions.

9. Conclusion

All in all, one must consider that there is nothing mysterious about writing good papers. It is a skill that anyone can learn and master. However, the way to write it academically and exploit the given material is what interests you as a researcher. Knowing the original work from the forged one can be followed by a set of some principles that determine a truthful ethical, and faithful user of others ideas and research. 'Honesty and Originality in Academic Writing' is a must that researchers should follow to avoid the problems that resulted from the unethical breach of plagiarism in academia. In academic environments, to encourage academic integrity, publishing ethics, and responsible research, and to manage and submit academic works of any field of research, the above recommendations and the whole paper provided a useful contribution to any researcher to understand better these academic processes and learn to produce original and creative academic additions.

So, the main rule is that whenever you incorporate anyone else's words or ideas into your work, you simply need to give them credit and provide your audience with information on how to find the source. And remember no pain no gain if you want to be original make your steps not on the giants' shoulders, but by a sole proud step towards research and investigation.

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