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**Challenges in Citing Academic Sources in Dissertation Writing:  
Second Year Master Students as a Case Study**

Dissertation submitted as partial fulfilment for the requirements of the degree of *Master* in  
Didactics.

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**Academic Year: 2019/2020**

## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 27/05/2020

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Signature:.....

## **Dedications**

I dedicate this work to those who supported me and believed in me since my childhood, my parents who gave me strength and confidence. May ALLAH bless and protect them.

To my lovely sister and soul mate Fatima Zahra who stood beside me in every moment in my life and supported me to become who I am now.

To my lovely brothers; Mohamed Amine, Nouredine.

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Last but not least, I would like to express my regards and blessings to all of those who provided me with support during the completion of this research work.

## **Abstract**

The integration of academic sources is an essential aspect of any academic piece of writing. Referencing is the act of acknowledging authors' works in order to support specific ideas and arguments. The current study aims at investigating the challenges that Master two students of Saida University encounter in citing academic sources while writing their dissertations, as it intends to propose the suitable solutions to overcome such obstacles. Concerning the research methodology, a structured questionnaire was designed for 30 students from both specialities (Didactics and Literature) and an e-mail survey was addressed to 4 teachers from at the Department of English. The results obtained demonstrate that the students cite the sources inappropriately in their Master dissertations due to the poor knowledge background on different citation styles, the unawareness of academic skills (such as paraphrasing, summarising and quoting) and the insufficient practice on the techniques of academic writing. In the light of the study findings, the research work proposes some suggestions that need to be taken into account for teachers, supervisors, syllabus designers and students for the purpose of improving the students ability in citing their dissertations.

**Key words:** Academic sources, dissertation, challenges, research, academic writing, academic skills, paraphrasing, citation styles.

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## **List of Abbreviations:**

**APA:** American Psychologist Association

**CDU:** Charles Darwin University

**EFL:** English as a Foreign Language

**L2:** Second Language

**MLA:** Modern Language Association of America

**KNUST:** The Kwame Nkrumah University of Science and Technology, Kumasi

## **List of Appendices**

Appendix A: Teachers' Questionnaire

Appendix B: Students' Questionnaire

## **General Introduction**

Research seeks for new knowledge, and attempts to find solutions to certain problems. For instance, a dissertation intends for resolving an issue, which is related to education. Writing a dissertation is a complex and a challenging task. It requires creative thinking and analytical skills. While writing a dissertation, the researcher is required to support his/her arguments, by integrating different scholars and writers' ideas within the work; this phase is indispensable and can not be neglected; however, it should be done in an honest way by giving credit to the original work. As far as writing a dissertation is concerned, it can be said that Master two students encounter challenges in incorporating academic sources in their dissertations. This phenomenon needs to be investigated for the sake of determining these challenges and find suitable solutions.

The current research work aims to investigate closely the challenges that Master two students face in referencing sources while writing their Master dissertations and it tends to propose suitable solutions to overcome this problematic. In order to achieve this purpose, two major questions are worth asking:

- 1) What are the main obstacles that hinder students from referencing appropriately?
- 2) What are the suitable solutions to overcome such challenges?

To conduct this research, two research hypotheses were formulated:

- 1) Students could not reference appropriately their dissertations sources because they may not master the writing skills in a thorough manner; in addition to their weak background in referencing style formats.
- 2) To overcome the previous referencing obstacles, the excessive practice on both referencing styles and academic writing techniques (paraphrasing, summarising and quoting) would be recommended; furthermore, Research Methodology Syllabus designers could help the students in promoting their referencing competences by devoting the most part of Master curricula (1+2) to referencing styles lessons and activities.

To carry out this study, the researcher has opted for two instruments. One questionnaire consists of close-ended questions (yes/no, multiple choices questions), organised under the format of three sections, which was administered to thirty Master two students (15 from both

specialities: Didactics, Literature & Civilisation), at the English department at Dr MoulayTaharSaida University. The students' population has been selected randomly. An e-mail survey consists of four open-ended questions was addressed to four teachers from the English department at Dr MoulaySaida University. The teachers were selected according to their experiences in supervising in order to get relevant data.

The present research work is divided into three chapters. The first chapter is devoted to the literature review section, providing an overview about referencing; moreover, it has tackled the materials that should be referred to in conducting a research. Then, it has clarified the aim of referencing; furthermore, it has discussed three referencing styles; in addition, the chapter has introduced the techniques of academic writing, and has discussed the matter referencing in relation to plagiarism. In addition, the chapter has proposed three previous studies that touch upon the present topic of the subject matter. The second chapter, however, is concerned with the research design part, as it describes the setting of the study and the research population; moreover, it also deals with the analysis of the data obtained from the adopted research tools. Concerning the third chapter, it deals with the suggestions the researcher proposes as possible solutions to students' challenges in citing academic sources in Master dissertations.

This study is significant as it attempts to reveal the challenges that master two students encounter in citing academic sources while writing their dissertations, and propose suitable solution to overcome such challenges. Another motive is that no research has been done before to investigate this phenomenon at the English department of Saida University.

The research work has come across some limitations; one of these limitations is the incapability to conduct a face to face interview with teachers, since the university was closed because of the Covid-19. In addition to teachers' uncooperativeness.

**1.1 Introduction:**

Referencing is an essential aspect of any academic piece of writing. It is the act of acknowledging authors' works in order to support specific ideas and arguments. Referencing is important since it both facilitates the transmission of data and appreciates the writers' achievements in the academic field. This chapter tackles the matter of referencing in academic writing using scholars' views and opinions. Actually, an overview of referencing and the materials that need to be referenced are discussed in the following chapter along with its aim and the different styles of referencing (APA, MLA, and Harvard referencing style). Additionally, the current chapter shed light on the techniques of academic writing including paraphrasing, summarising and quoting. Moreover, it has described the matter of referencing in relation to plagiarism. As it has proposed three previous studies that touch upon the present topic of the subject matter.

**1.2. An Overview about Referencing:**

Within academic writing, the integration of sources is important. Thus, students are supposed to acknowledge works and ideas done by prior scholars (Luzon, 2015). Throughout any study, a researcher has to produce research in which the ideas of different authors must be integrated. It is necessary to know how to correctly include these ideas into the work to avoid plagiarism. Within any research, ideas are based on previous outcomes and conclusions. The process undertaken in any written work must be reflected firstly in in-text citation and secondly in the list of references. Concerning the progress in higher education, the students are expected to think more critically and they should properly select ideas and use them in a creative way. Referencing is considered as a step for this progress (Neville, 2007).

Referencing is the process of preserving a link between what has been read to what has been written. According to Luzon (2015) "writing from sources looms large" (p.178). Referencing is a way of acknowledging thoughts, words, facts, and experiments that have been created by other scholars and people in the field; moreover, it illustrates the credibility of the information. Referencing strengthens what has been written by supporting it with scholars and writers' opinions; furthermore, it builds a wall between someone's ideas and authors' ones. Referencing helps to avoid the acquisition of plagiarism.

**1.3. What to Reference?**

Education requires new ideas, viewpoints and arguments that can boost the learning process. It is crucial to select credible sources to rely on in an academic piece of writing, sources that strengthen someone's ideas and give them authority.

Any information available that does not belong to the author's ideas must have a reference otherwise; it will be considered as a scientific theft (plagiarism act). Here are the sources that must be referenced:

- Edited books written by one author.
- Different edited books with the involvement of different authors.
- All sorts of books.
- Notes provided by teachers.
- Legal documentation.
- Journal articles.
- Articles from newspapers.
- Papers presented in study days and conferences.
- Internet sources including sites such as academia, Google scholar, PDF Drive, eBooks, YouTube videos ...
- DVD/CD.
- Radio/television.
- Interviews and questionnaires.
- Cinema films and theatre plays.
- Lyrics of songs.
- Photos / graphs / tables.

(Neville, 2007)

**1.4. The Aim of Referencing:**

Referencing aims to discourage plagiarism and accredit authors and researchers for their achievements in the academic field. Neville (2007) claimed that "Referencing is, then, about respecting and honouring the hard work of writers and commentators – by acknowledging them in your assignments" (p.12). Referencing opens doors for readers to trace the origins of ideas and show them the excessive works have been done in the research field. It was stated that



referencing allows the transition of data to support a specific case (Becker, 1986). It is an effective way to spread knowledge since it allows the reader to go further and identify the works consulted during the research.

Referencing is used to trace the original source of scholars' works so that other researchers have access to the material to use it on their own way. Moreover, the referencing list at the end of the thesis is useful for researchers who claim that they did not find enough sources to pursue their research (lack of sources in a specific topic). Once the researcher starts tracking the sources available in the list of references, he/she will find a large amount of information in his/her disposition, by following this procedure, one information leads to another and data starts to flow to build a web of learning. Neville (2007) stated that "Referencing, therefore, plays an important role in helping to locate and place ideas and arguments in their historical, social, cultural and geographical contexts" (p. 19).

### **1.5. Referencing Styles:**

When writing an assignment or a dissertation, the researcher must correctly cite the references in order to enable the reader to locate the ideas and trace the source of the information. There are plenty of referencing styles and methods (more than 100) that have been used in different fields; some are common and widely used and others are not. The next elements explain some of the well known: American psychological association (APA), Modern language association (MLA) and Harvard referencing style. It is necessary to adopt one specific style of referencing in assignments and theses in order not to mislead the reader.

#### **1.5.1. APA Referencing Style:**

American Psychologist Association, also known as APA referencing style. APA is commonly used in the USA; it is one of the various referencing styles used in academic writing. APA referencing style first appeared in 1929. With the passage of time it kept on developing, the 7<sup>th</sup> edition is the last edition of the APA guide of referencing, it was published in October, 2019.

**1.5.1.1. General Rules for In-Text Citation:**

The reference in the text should be written as follows:

- (authors' name, year of publication, page number)

**Remark:** For paraphrased passages, it is optional to mention the number of the page.

- In the in-text citation, only the last name of the author (surname) is mentioned, authors' surname and the year of publication should be separated by a comma.

**Example:** (Neville, 2007)

- However, if there are two or more authors with the same family name (surname), it is necessary to add their initials in the in-text citation to avoid confusion.
- When the number of the page is mentioned, a comma should be placed after the year of publication.

**Example:** (Neville, 2007, 48)

- It is allowed to put the name of the author out of the brackets.

**Example:** Neville (2007, p 81) stated that .....

- If the page number is mentioned, a coma (,) is placed after the year of publication.

**Example:** (Neville, 2007, p 81)

- Punctuation marks (e.g. full stop (.) and coma (,)) should not be placed before the citation but after it.

(Alvi, 2016)

**1.5.1.2. General Rules for References List:**

- The references list should be at the end of the document, on a separate page.
- The list should be titled "References", written in bold in the centre of the page.

- Only the sources that have been cited in the work should be included in the references list.
- A double line spacing is required between each source.
- Each reference conveys hanging indent, for example, the first line of each reference is flushed to the left edge of the page, and remaining lines are indented.
- The name of the author and the year should be separated by a coma (,).
- The year of publication should be in parenthesis.
- A full stop (.) is required at the end of each reference.
- The list should be settled in alphabetical order, citing the first surname of the author or the first substantial word of the title (if the surname of the author is not mentioned and the reference begins with it).
- In the case of using several sources with the same first author but the other authors are different; the sources should be classified first by the first name of the author, then settled in an alphabetical order by the later authors names.
- In the case of using several sources with the same first author but with different initials, the sources should be arranged alphabetically by the first name of the author then chronologically by the initial of the first name.
- In the case of using several sources with the same first author but with different years of publication, the sources should be arranged alphabetically by the first name of the author then chronologically by the year of publication.
- In the case of using several sources with the same first author and the same year of publication, the sources should be arranged alphabetically by the first name of the author then by the small letters placed after the publication year.
- It is necessary to cite the number of the page when using a part of a bigger source (e.g. articles from journals or newspapers, a chapter from an edited book ... etc.).
- If the entire work is mentioned, it is needless to cite the number of the page.
- If the used source is in one page, the letter p represents page, and if there are several pages, pp is used.
- Titles of books and journals should be italicized.
- Titles that are retrieved from bigger work (e.g. articles from journals or newspapers, a chapter from an edited book ... etc.) are placed inside a single quotation marks and they should not be italicised.

- If there are sources related to the subject matter that have not been used, but important for the reader, it could be mentioned on a separate page entitled “Bibliography”.

(Alvi, 2016)

### **1.5.1.3. What Should be Capitalised in a Title?**

- All the words in titles of journals should be capitalised, except articles such as (a, an, the), conjunctions such as (and, or etc.), and prepositions (of, to).

**Remark:** If the title of the journal begins with an article, a conjunction or a preposition, in this case, it should be capitalised.

- The first letter of the first word of the title and subtitle of books, articles and web pages should be capitalised.
- The first word after a colon (:) or a dash (-) should be capitalised.
- Proper names also need to be capitalised.

(Alvi, 2016)

### **1.5.1.4. How to Cite a Quotation?**

- Quoting means copying the exact same words of an author without paraphrasing. When quoting it is essential to mention the number of the page.
- The short quotation (which contains less than 40 words) should be part of the text and should be enclosed in double quotation marks (“...”).

**Example:** Neville (2007) stated that “Helps the reader to find a specific piece of evidence easily in a printed source, particularly in a large-scale work or multi-paged newspaper” (page. 86).

- The full stop should be put after the closing bracket of the citation, and not after the closing double quotation mark.
- The long quotation (which contains more than 40 word) should be written in a new line with five space indentations and no quotation marks, and the space between each line should be doubled (double line spacing).

**Example:** Luzon (2015) defined synthesising as a complicated task. It requires critical minds to link scholars' viewpoints and express them in one's own style.

Synthesizing is a complex and challenging skill that students need to develop in order to use sources successfully. It involves critical reading, analysing, evaluating, connecting, and combining ideas from different sources to integrate them in their own argument. In this assignment, students were asked to write a literature review so that they could develop these skills, but few students were successful in establishing relations between information from different sources and synthesizing previous research effectively. (p. 58)

**Remark:** For long quotations, the period goes before the parentheses.  
(Alvi, 2016)

### **1.5.2. MLA Referencing Style:**

Modern Language Association of America, also know, as MLA referencing style, this style has its publication in two different documents:

- 1) MLA Style Manual and Guide to Scholarly Publishing.
- 2) MLA Handbook for Writers of Research Papers.

MLA referencing style was first founded in 1883. Over the years, both the manual and the handbook kept on making advances by publishing new editions. In this regard "MLA Style Manual and Guide to Scholarly Publishing" have published the 3<sup>rd</sup> edition, in 2008. Whereas "MLA Handbook for Writers of Research Papers" has got the publication of the 8<sup>th</sup> edition in 2016 (Alvi, 2016).

#### **1.5.2.1. General Rules for In-Text Citation:**

- The reference in the text should be written as follows:  
(authors' name page number)
- In the in-text citation, only the last name of the author (surname) is mentioned, authors' surname and the number of the page should not be separated by a comma.

**Example:** (Neville 37)

- If the number of the page is not mentioned, then only the authors' names should be stated.
- It is allowed to put the name of the author out of the brackets

**Example:** Neville stated that ..... (37)

- If a researcher used in his paper two sources of the same author following each other, the name of the author should not be mentioned in the second source. Yet, the page number has to be cited in the second source.

**Example:** Software is used in universities to detect plagiarized words (Neville 45). Students are allowed to check their assignments before submitting them (46).

- In the case of using several works done by one author, in addition, incorporate an abbreviated version of the title.
- Punctuation marks, for example: full stop (.) or comma (,) are not placed before the citation, but after them.

(Alvi, 2016)

#### **1.5.2.2. General Rules for Works Cited List:**

- The references list should be at the end of the document, on a separate page.
- The list should be entitled 'Works Cited'.
- Only the sources that have been cited in the work should be included in the Works Cited list.
- Each reference conveys hanging indent, for example, the first line of each reference is flushed to the left edge of the page, and remaining lines are indented.
- A full stop (.) is required at the end of each reference.
- The list should be settled in an alphabetical order, citing the first surname of the author or the first substantial word of the title (if the surname of the author is not mentioned and the reference begins with it).
- In the case of using several works done by one author, the sources should be classified in an alphabetical order first, by the authors' first name then by the title.

- Titles of works that are self-published like books or journals should be italicised.
- Titles that are retrieved from larger work (e.g. articles from journals, essays, chapters of books ... etc.) are placed inside quotation marks.
- Titles of sources that have not been yet published also should be put into quotation marks.

(Alvi, 2016)

### **1.5.2.3. What to Capitalise in a Title?**

- All the words of the title should be capitalised, in all sort of source, except articles, conjunctions and prepositions.
- The first word after a colon (:) should be capitalised (it does not matter if it is an article, a conjunction or a preposition).

(Alvi, 2016)

### **1.5.2.4. How to Cite a Quotation?**

- Quoting means copying the exact same words of an author without paraphrasing.
- The short quotation (which contains less than 40 words) should be included with the text and enclosed in double quotation marks.
- The full stop should be put after the closing bracket of the citation, and not after the closing quotation mark.
- The long quotation (which contains more than 40 words) should be written in one block, with one-inch indentation and no quotation marks.
- The full stop at the end of the quotation should be placed before the bracket of the citation.

(Alvi, 2016)

### **1.5.3. Harvard Referencing Style:**

Harvard style is an umbrella term which alludes to all the referencing styles that are author-date based; therefore, it does not exist an official manual for this style. Unlike the APA referencing style, which is commonly used in USA, this style is widely used in U.K and Australia. This style is adopted from Charles Darwin University's (CDU) Harvard referencing style guide 2016 version (Alvi, 2016).

**1.5.3.1. General Rules for In-Text Citation:**

- The reference in the text should be written as follows:  
(authors' name year of publication, page number)

**Remarque:** for paraphrased passages, it is optional to mention the number of the page.

- In the in-text citation, only the last name of the author (surname) is mentioned, authors' surname and the year of publication should not be separated by a comma.

**Example:** (Neville 2007)

- When the number of the page is mentioned, a comma should be placed after the year of publication.

**Example:** (Neville 2007, 48)

- It is allowed to put the name of the author out of the brackets.

**Example:** Neville (2007, p 81) stated that .....

- Punctuation marks (e.g. full stop (.) and coma (,)) should not be placed before the citation but after it. (Alvi, 2016)

**1.5.3.2. General Rules for References list:**

- The references list should be at the end of the document, on a separate page.
- The list should be entitled References; written in bold in the centre of the page.
- Only the sources that have been cited in the work should be included in the references list.
- No reference conveys hanging indent.
- A full stop (.) is required at the end of each reference.
- The name of the author and the year should not be separated by a coma (,).
- A double line spacing is required between each source.
- The list of references should be arranged in an alphabetical order, citing the first surname of the author or the first substantial word of the title (if the surname of the author is not mentioned and the reference begins with it).



- In the case of using several sources with the same first author but the other authors are different; the sources should be classified first by the first name of the author, then settled in an alphabetical order by the later authors names.
- In the case of using several sources with the same first author but with different years of publication, the sources should be arranged alphabetically by the first name of the author then in chronologically by the year of publication.
- Titles of books and journals should be italicised.
- Titles that are retrieved from bigger work (e.g. articles from journals or newspapers, a chapter from an edited book ... etc.) are placed inside single quotation marks and they should not be italicised.
- It is necessary to cite the number of the page when using a part of a bigger source (e.g. articles from journals or newspapers, a chapter from an edited book ... etc.).
- If the entire work is mentioned, it is needless to cite the number of the page.
- If the used source is in one page, the letter p represents page. In case of several pages usage, double p (pp) is used.
- If there are sources related to the subject matter that have not been used, but important for the reader, it could be mentioned on a separate page entitled “Bibliography”.

(Alvi, 2016)

#### **1.5.3.3. What to Capitalize in the Title?**

- All the major words in titles of journals should be capitalised.
- The initial letter of the first word in the title and subtitle of books, articles and web pages should be capitalised.
- The first word after a colon (:) or a dash (-) should be capitalised.
- Proper names also need to be capitalised.

(Alvi, 2016)

#### **1.5.3.4. How to Cite a Quotation?**

- Quoting means copying the exact same words of an author without paraphrasing. When quoting it is essential to mention the number of the page.

- The short quotation (which contains less than 40 words) should be part of the text and should be enclosed in double quotation marks (“...”).

**Example:** Naqvi (2018) mentioned “It was observed that the students found integration of academic sources as the most problematic requirements and features of the assignment. The data revealed that these challenges are direct consequences of students’ linguistic backgrounds” (p. 37).

- The full stop should be put after the closing bracket of the citation, and not after the closing double quotation mark.
- The long quotation (which contains more than 40 words) should be written in a new line with five space indentations with no quotation marks, and the space between each lines should be doubled (double line spacing).

(Alvi, 2016)

**Example:** In her 2018 study, Naqvi argued that the difficulties that students face in citing sources effect their writing, and the integration of academic writing in their curricula is necessary.

It was observed that the students found integration of academic sources as the most problematic requirements and features of the assignment. The data revealed that these challenges are direct consequences of students’ linguistic backgrounds; lack of appropriate writing skills; difficulty in comprehending articles due to the technical jargon used; and high word count of the academic papers. In response to that, the author strongly recommends the incorporation of academic literacies in the curricula of specialist courses as well as prompt, closer collaboration between language instructors and subject specialists. (p. 37)

### **1.6. Techniques of Academic Writing:**

O’Farrell (2013) defined writing as one of the most important skills that students should master; nevertheless, it is a complex task and it can be more challenging in the university

because of the unique nature of the academic discourse. Academic writing aims to convey a direct message which is clear, concise and coherent to the reader. It is also focused, structured and supported by arguments. Academic writing has its proper style of writing; it is not complicated, as it does not require long sentences and difficult terms.

Academic writing allows the researchers to transmit information and express viewpoints by providing strong arguments. Therefore, the researcher should wisely select and organise both the words and ideas. Besides, he/she should always opt for a formal tone and style.

Academic writing is strongly connected to reading because it is the first step that the students undertake whenever they are required to do a writing assignment. They must first read relevant materials. The integration of scholars' ideas within the work is crucial. It adds authenticity and credibility; however, it should be done in an honest way by giving credit to the original work. Since the researchers cannot handle the huge data amount, they have developed new methods and techniques of academic writing like paraphrasing, summarising and quoting. The students should master these techniques to process the information in an effective way.

### **1.6.1. Paraphrasing:**

#### **1.6.1.1. Definition:**

Researchers often use the technique "Paraphrasing" to include scholars' ideas in their works. Bailey (2006) defined paraphrasing as modifying the words of a text but still keeping the basic idea. Paraphrasing means taking the ideas and information of other authors and expressing them in other words without changing the original meaning. In this technique, it is necessary to accredit the original author (i.e. to mention the name of the author) otherwise, it will be considered as plagiarism. While paraphrasing the key words should be kept as they are (e.g. proper nouns, organizations, numbers...etc.). The paraphrased passage should not be shorter than the original one; that is the point that differentiates paraphrasing from summarising (Hirvela & Du, 2013).

#### **1.6.1.2. The Importance of Paraphrasing:**

Paraphrasing is a useful linguistic tool since it prevents researchers from the risk of plagiarism. It provides to the researcher a better understanding of the original content since it requires several readings. In addition, paraphrasing allows the researchers to better express their

thoughts. Hirvela & Du (2013) stated that paraphrasing does not only help L2 students to manipulate data and benefit from the available sources in order to use them in their writing but also, it helps them to produce meaning that promotes the development of their writing.

### **1.6.2.3. How to Paraphrase?**

In order to achieve a successful paraphrasing, the researcher needs to be proficient in language. Na & Mai (2017) stated that: “L2 learners need to utilize complex cognitive and linguistic skills” (p.10). First, the researchers should correctly understand the text, which improves their reading skills, Wette (as cited in Na and Mai, 2017, p. 10). Second, the main ideas need to be highlighted in order to paraphrase and incorporate them in a correct and understandable way Shi (as cited in Na and Mai, 2017, p. 10). Bailey (as cited in Na and Mai, 2017, p. 10) proposed replacing words from the original content with their synonyms, changing word class and order. Bailey (2015) also mentioned that all these three techniques should be applied in parallel. Paraphrasing each word is not acceptable because certain words do not have a true synonym. Concerning paraphrasing, Rogers (as cited in Na and Mai, 2017, p.10) suggested turning the structure of the sentence (e.g. from direct to indirect speech and from active to passive voice).

## **1.6.2. Summarising:**

### **1.6.2.1. Definition:**

In academic writing, the technique “Summarising” is one of the three skills that researchers use in order to cite other writers’ works in their writing. Summarising means reducing texts, books and novels content in a way the researcher removes the secondary ideas to remain only with the most important facts from the original text. Its purpose is to provide a broad overview to the reader. The summarised passage should be shorter in length than the original one. Bailey (2015) stated that: “Summarising aims to reduce information to a suitable length, allowing the writer to condense lengthy sources into a concise form” (p. 42). In order to avoid plagiarism, it is necessary to provide the reference of the original source, while summarising.

### **1.6.2.2. The Importance of Summarising:**

Scholars use the skill “Summarising” to better suit their discussion (i.e. it is impossible to include a whole book or a chapter from a book in a dissertation or a thesis); moreover,

summarising enables the reader to understand the text without reading it which saves time and effort.

### **1.6.2.3. How to Summarise?**

Ellison (2010) stated that in order to accomplish a good summary, it is crucial to read the text quickly (skim) to get a general idea. Then, it is preferable to read it carefully (scan) for the second time to select only the most important points. Next, it is better not to relook at the original text once starting to summarise; this will avoid unintentional plagiarism. It is also important to read the summarised passage in order to compare it with the original one. This step helps to avoid the copied sentences and it verifies the accuracy and sequence of ideas. In case of borrowing words from the original passage, it is crucial to be put into quotation marks. The summary need to be clear, precise and coherent.

### **1.6.3. Quoting:**

#### **1.6.3.1. Definition:**

Integrating ideas from sources in a work (e.g. assignments, reports, dissertations...etc.) is important; it is done to support arguments with writers and scholars' thoughts. Quoting means adopting the exact same words of someone else (writers, scholars, teachers...etc.). The quote could be a phrase, a sentence or a whole text. Learners and researchers generally quote if the language is difficult to be paraphrased or because of the unique language and style of the writer. Enclosing the passage into quotation marks (“ ”) and acknowledging the source in the text and in the referencing list is very necessary. In addition, the page number of the quoted passage needs to be cited. Ellison (2010) mentioned that direct quotes should not be overused; they are included in the text only to provide the reader a better understanding of the ideas.

#### **1.6.3.2. The Importance of Quoting:**

It is important to support ideas, points of view and findings with writers' ideas. Incorporating direct quotations into the work demonstrates to the reader that excessive readings have been done around the subject matter. Quoting writers and scholars adds authenticity and credibility to the topic. Ellison (2010) argued that quotes are used to create illustrations in order to strengthen your subject matter and support your claims. It is unacceptable to quote for the intention of only including quotes in the paper.

**1.6.3.3. Types of Quotations:**

Different referencing styles (e.g. .APA, MLA, and Harvard. etc.) agreed on two types of quotations.

- ✓ **The short quote which contains less than 40 words**, should be included within the text and enclosed into double quotation marks.
- ✓ **The long quote or the block quote which contains 40 words or more**, should be written in a new line, with no quotation marks but with indentation.

**Remark:** It is very important to mention the page number while quoting.

**1.7. Referencing and Plagiarism:****1.7.1. An Overview about Plagiarism:**

Referencing sources is necessary to appreciate scholars for their accomplishment in the academic discourse; however, learners do not give it much importance due to their ignorance of the plagiarism consequences. Neville (2008) stated that over the past few years, plagiarism has been considered as a major problem in higher education; though, there is a slight line between inappropriate referencing and plagiarism.

The definition of plagiarism varies; Neville (2007) defined plagiarism as: “a term used to describe a practice that involves knowingly taking and using another person’s work and claiming it, directly or indirectly, as your own” (p. 28). Whereas, Ragen (as cited in Pecorari, 2008) clarified that borrowing a text without giving credit to the author is considered as plagiarism. Heasley (2006) noted that: “Plagiarism is a form of intellectual dishonesty or theft. When a person plagiarises s/he 'steals' someone else's words or ideas by passing them off as their own” (p.140).

Plagiarism is stealing information from sources without accrediting the author. It is viewed as a form of cheating and a type of academic misconduct. In academic writing, points of view and thoughts are considered as intellectual property that is possessed by the person who first came up with it. Learners need to know what does plagiarism mean and how to avoid it in their writings (Bailey, 2015).

**1.7.2. Why Do Students Plagiarise?**

There are varieties of reasons that explain the students' plagiarism act; therefore, universities need to apply strict rules in order to minimise this disrespectful act. Students generally plagiarise because it is easy to do it due to the huge amount of data available on the internet and because the majority are plagiarising. Unlike others who are not aware of the plagiarism consequences. Poor referencing skills is also one of the main reasons that lead to plagiarism. Furthermore, huge amounts of students who commit unintentional plagiarism do not know how to paraphrase appropriately; or see paraphrasing a difficult and a stressful process. Students steal others' ideas and claim they are theirs to show the teacher that they are creative thinkers in order to get high grades. The time factor also plays a major role in student's plagiarism act.

### **1.7.3. How to Avoid Plagiarism?**

Mastering the skills of academic writing is the key for learners and researchers to prevent themselves from committing plagiarism (i.e. practicing paraphrasing and summarising); moreover, referencing the sources appropriately is necessary to avoid plagiarism.

Betts (as cited in Pecorari, 2015, p.2) mentioned that: "Plagiarism is traditionally constructed not as the esteem of science in the minds of the general public. If plagiarism in science were allowed to become widespread, science would ultimately be destroyed". When committing plagiarism, students rely on ideas and thoughts of others. This act hinders their improvement in the academic field and it weakens their ability to express themselves.

## **1.8 Previous Studies:**

### **1.8.1 Study One:**

A study was conducted in Muscat, Oman; by Samia Naqvi in 2018. This study is entitled "Challenges of Integrating Academic Sources in Assessed Assignments: A case of Arab EFL Students". It took place at "Centre for Foundation Studies, Middle East College". The study was published in "Arab World English Journal. The researcher has designed three instruments: students' questionnaire, students' focus groups discussions and faculty interviews. These tools were selected in order to achieve the triangulation of instruments (Naqvi, 2018).

The findings have revealed that undergraduate level Omani Arab EFL learners encounter difficulties in source-based writing for the previous reasons. As quoted from Naqvi (2018)

“low level of English proficiency (Neville, 2008); unawareness of the academic discourse (Luzon, 2015); inability to search appropriate articles (Plakans & Gebril, 2013); lack of academic writing skills (Jomaa & Bidin, 2017) dislike towards reading research articles since they are long, contain complex structures and technical jargon; time management issues (Harris, 2015); and procrastination” (p.50).

**1.8.2 Study Two:**

The second proposed study took place at “The School of Languages, Civilisation and Philosophy, University Utara Malaysia, Malaysia”. The study is entitled “Perspectives of EFL Doctoral Students on Challenges of Citations in Academic Writing”. It was conducted by Nayef Jomaa and Siti Jamilah Bidin in 2017. The study was published in “Malaysian Journal of Learning and Instructions”. In this study, six EFL Arab doctoral students were involved in face to face interviews (Jomaa & Bidin).

Jomaa and Bidin (2017) claimed that: “The findings revealed that challenges in citation included addressing the credibility of information in published sources, adopting a stance toward the citations, insufficient knowledge about using citations, and second language difficulties” (p. 177).

**1.8.3 Study Three:**

The study took place at “The Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. It was conducted by R.B Lamptey and H.Atta-Obeng in December 2012. The study is entitled “Challenges with Reference Citations among Postgraduate Students at The Kwame Nkrumah University of Science and Technology”. Two research instruments were employed in gathering data for the study: students’ questionnaire and interviews with the college provosts (Lamptey & Obeng, 2012).

The study findings show that students encounter difficulties in using a particular referencing style. Moreover, Students depend on books, their friends and librarians for the purpose of checking the validity and credibility of the sources used in their works. Additionally, they are incapable of determining the referencing style they use. Furthermore, KNUST postgraduate students could not cite the sources found in books and journal articles appropriately. The capability to link thoughts and ideas with scholars saying is an important



skill that need to be mastered by students. Thus, this skill need to be taught to the first and final year undergraduate and postgraduate' KNUST students (Lampsey & Obeng, 2012).

**1.9 Conclusion:**

This chapter has tackled the theoretical aspect of referencing in academic writing. It has provided an overview about referencing. Moreover, it has tackled the materials that should be referred to in conducting a research. Then, it has clarified the aim of referencing. Furthermore, it has discussed three referencing styles (APA, MLA, and Harvard referencing style). In addition, the current chapter has introduced the techniques of academic writing, more specifically, paraphrasing, summarising and quoting and has discussed the matter referencing in relation to plagiarism. As it has proposed three previous studies that touch upon the present topic of the subject matter.

**2.1. Introduction:**

This chapter deals with the research tools used by the researcher to investigate the difficulties that hinder the students from referencing correctly. It will discuss the methodological approach of the study. This chapter principle aim is to present the research design and data analysis. It is devoted to the presentation and the analysis of the data obtained through Students' questionnaire and Teachers' survey.

**2.2. Research Questions:**

The current research work aims to investigate closely the challenges that Master two students face in referencing sources while writing their Master dissertations and it tends to propose suitable solutions to overcome this problematic. In order to achieve this purpose, two major questions are worth asking:

- 1) What are the main obstacles that hinder students from referencing appropriately?
- 2) What are the suitable solutions to overcome such challenges?

**2.3. Research Hypotheses:**

To conduct this research, two research hypotheses were formulated:

- 1) Students could not reference appropriately their dissertations sources because they may not master the writing skills in a thorough manner; in addition to their weak background in referencing style formats.
- 2) To overcome the previous referencing obstacles, the excessive practice on both referencing styles and academic writing techniques (paraphrasing, summarising and quoting) would be recommended; furthermore, Research Methodology Syllabus designers could help the students in promoting their referencing competences by devoting the most part of Master curricula (1+2) to referencing styles lessons and activities.

**2.4. Description of the Study Setting:**

The present study took place at Dr, Moulay Tahar Saida University; specifically at the English language department.

**2.5. Description of the Research Population:**

The research population demonstrates the group of participants selected to fulfil the study. In order to answer the first question, the researcher selected thirty (30) Master two students: 15 from Didactics field and 15 from Literature & Civilisation field. Then to answer the second question, 4 teachers were selected according to their experience in supervising to participate in the study.

**2.5.1 Description of the Students' Profile:**

The total number of Master two students of English at Dr Moulay Tahar University is eighty three (83). This number is distributed between two specialities: Didactics field involves 41 students whereas Literature and civilisation field contains forty three (43) students. The number of students who joined in this study were thirty (30); fifteen (15) from Didactics speciality and fifteen (15) from Literature & Civilisation. They were chosen randomly to contribute in this study.

**2.5.2 Description of the Teachers Profile:**

To fulfil the objective of the current research, four (4) teachers contributed in the study. They teach different modules as they have enough experience both as student's supervisors and also as jury members in thesis defense vivas.

The teachers were selected according to their experiences in supervising in order to get relevant data.

**2.6. Research Design:**

Research is a process used to collect and analyse data in order to increase the knowledge. The research design is one of the initial steps that the researcher needs to pass through in order to achieve the research.

**2.7. Research Instruments:**

In order to answer the research questions and to test the suggested hypotheses; the researcher designed two research tools. First, to solve the first question, a questionnaire was handed out to the students in order to find out their views towards the referencing matter. Second, to answer the second question, a survey was addressed to teachers so as to collect their thesis supervising feedback.

**2.7.1 Students Questionnaire:**

The questionnaire is a useful method to investigate the other's views. It is one of the most commonly used tools by researchers. The purpose of the students' questionnaire is to obtain data about the students' attitudes and opinions towards referencing.

To answer the first question of this research work, a structured questionnaire was distributed among thirty (30) Master Two students (15 from both specialities: Didactics, Literature & Civilisation). It consisted of closed-ended questions (yes or no/multiple choices questions). The first question was about students' speciality, followed by three sections (See appendix A).

The first section contained one question. This section sought to know the reasons behind referencing sources in Master dissertation. The student was asked to rank his/her choices with: Important (I), Very Important (VI), Not really Important (Not I) according to his/her points of view about referencing.

Section Two was comprised of three questions (See appendix A). The students were asked to answer with yes or no. The aim of the first question was to check if they were capable of referencing easily based on research methodology courses. The second question intended to know if they needed more practice in referencing. The last question of this section was asked to know in which year students were supposed to learn about referencing skills. Students were provided with two choices.

The third section was the final one. It is consisted of one question (See appendix A). It was directed to students for the purpose of defining the main common referencing difficulties. Students were required to rank the four suggested choices with 1 to 4 (1 representing the most difficult item for them).

**2.7.2 Teachers' Survey:**

To solve the second question of this study, the researcher designed an other effective tool to gather relevant data from the teachers. An email survey was addressed to teachers who had previous experiences in supervising. The objective of this survey was to collect the teacher's attitudes and viewpoints towards the research topic.

The survey was sent to teachers via email. Four (4) teachers participated in this survey. It included four (4) questions (See appendix B). Teachers' answers were also sent via email. All questions were open-ended questions (See appendix B).

The first question intended to find out the students' common referencing mistakes in the submitted dissertations. The second question was asked to know the reasons behind students' negligence of the referencing act. The third question was addressed to teachers in order to investigate the reasons behind inappropriate referencing. While the final question aimed to provide suitable solutions for students in order to reference appropriately and to avoid plagiarism.

**2.8. Data Analysis:**

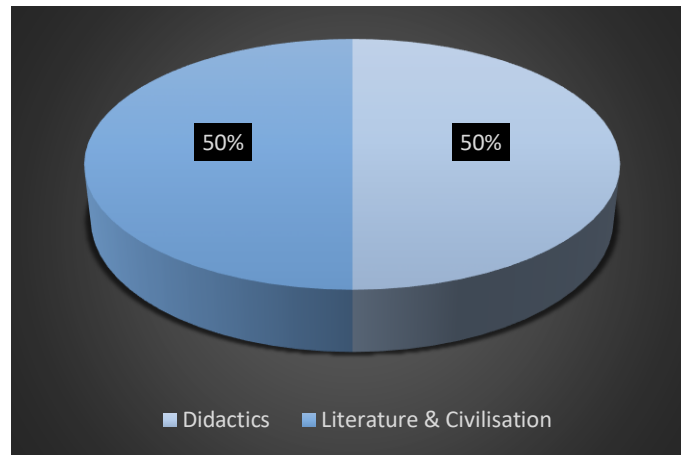
The analysis of the data obtained from students' questionnaire has been done quantitatively. Whereas, the survey has been analysed qualitatively.

**2.8.1. The Analysis of the Students' Questionnaire:**

- **Question 01: Tick the right answer!**

I am a Master Two student specialised in:

- 1) Didactics
- 2) Literature & Civilisation



**Figure 2.1: Students' Speciality**

According to the results displayed in the previous figure, 50% of the participants 15 were from Didactics speciality and 50% from Literature & Civilisation.

- **Section 01: Why does the researcher reference the sources?**

These are the reasons for referencing sources in a Master dissertation.

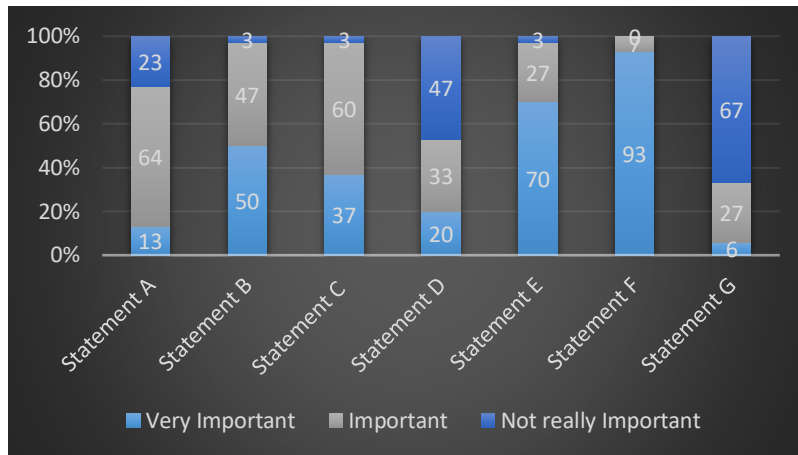
Rank your choices with 3 points Licker scale:

- 1) Very Important
- 2) Important
- 3) Not really Important

**Table 2.1: Reasons for Referencing Sources**

	Very Important	Important	Not really Important	Total
A. To show the supervisor and the reader that you have done your readings	13%	64%	23%	100%
B. To acknowledge the sources of any evidence	50%	47%	3%	100%
C. Just because you have to respect the university rules and standards	37%	60%	3%	100%
D. To help the reader to trace the origins of ideas	20%	33%	47%	100%
E. To support your own ideas and thoughts with scholars' sayings	70%	27%	3%	100%
F. To avoid accusation of plagiarism	93%	7%	0%	100%
G. To show who or what has influenced your thinking	6%	27%	67%	100%

Table 2.1: Reasons for Referencing Sources



**Figure 2.2: Reasons for Referencing Sources**

The above figure concerning “Statement A” demonstrated that more than half of the students (60%) agreed that it is important to show the supervisor and the reader that you have done your readings. While (23 %) of them considered that this act is not really important and the rest of them (13%) assumed this act as an important reason for referencing.

Concerning “Statement B”, half of the study population (50%) considered that it is very important to acknowledge the source of any evidence. While (47%) stated that this is an important reason for referencing sources and only (3%) answered with not really important.

According to “Statement C”, more than half of the students (60%) have asserted that it is important to reference the sources in order to respect the university rules and standards. While (37%) mentioned that this step is very important and only (3%) stated that it is not important to respect the rules that the university have made.

Regarding “Statement D”, (47%) of the students stated that it is not important to help the reader to trace the origins of ideas. While, (33%) of them disagreed and mentioned that this step is important and the rest of them (20%) answered that it is very important to reference the sources and provide the reader with a path to follow in his/her research.

As far as “Statement E” is concerned, the majority of the students (70%) agreed that it is very important to reference the sources in order to support the student’s own ideas and thoughts with scholars’ saying. Whereas, (27%) stated that this is an important reason to acknowledge the sources and only (3%) said that this is not an important reason to cite the sources.



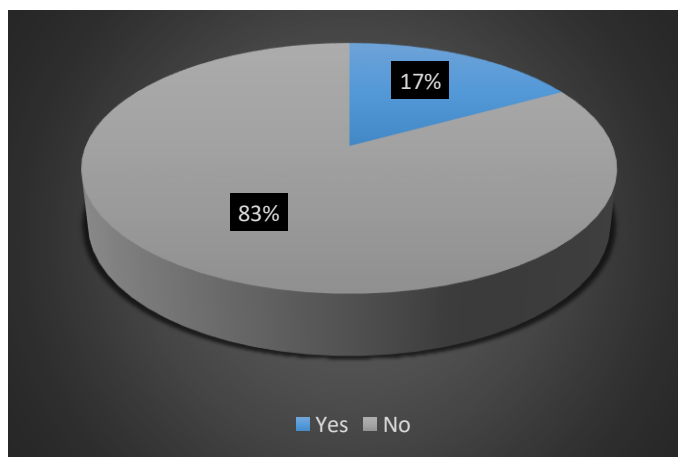
“Statement F” demonstrated that almost all the students (93%) agreed that it is very important to reference the sources in order to avoid accusation of plagiarism. While only (7%) stated that it is important to cite the sources so as not to be accused of scientific theft.

“Statement G” showed that more than half of the students (67%) considered that it is not important to show who or what has influenced the student’s thinking. While (27%) of the population stated that this is an important step and only (6%) of the students said that it is very important to show who has inspired you.

- **Section 02: Please answer the following questions with Yes or No:**

**Question 01: Based on what you have studied in research methodology, do you find yourself capable of doing your referencing easily?**

Students’ answers to this question aimed at finding out if students can reference the sources easily. The results are demonstrated in the following figure.

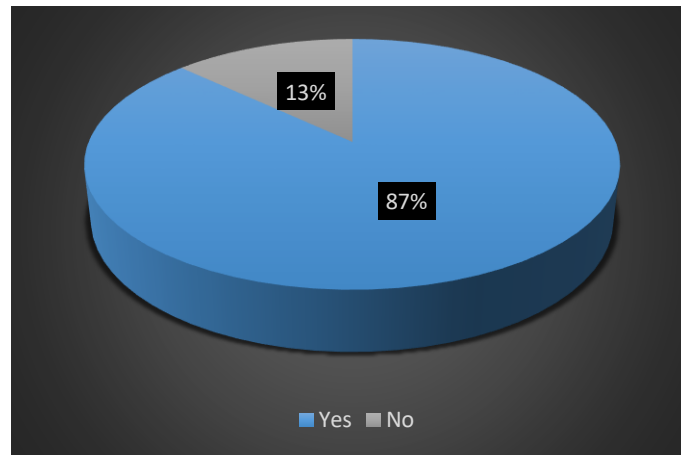


**Figure 2.3: Students Capability of Referencing**

According to the figure above, the majority of the students (83%) found themselves incapable of referencing the sources easily. While the rest of them (17%) stated that they are able to do their referencing effortlessly.

**Question 02: Do you need more practice on citing and referencing sources?**

Students’ answers revealed whether they need more practice on referencing source. The results obtained are demonstrated in the following figure.



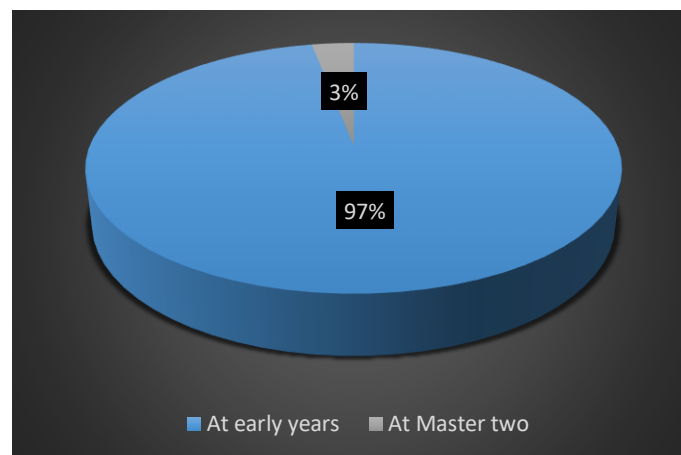
**Figure2.4: Students Needs to Referencing Practice**

As it was represented in the above figure, (87%) of the students declared that they need to practise more on citing sources. While, the rest of them (13%) ignored their need to practice.

**Question 03: When do you need about referencing sources?**

- 1) At Master Two
- 2) At early years

The results obtained regarding the level needed to learn about referencing sources are mentioned in the figure below.



**Figure 2.5: The Level Required to Learn about Referencing**

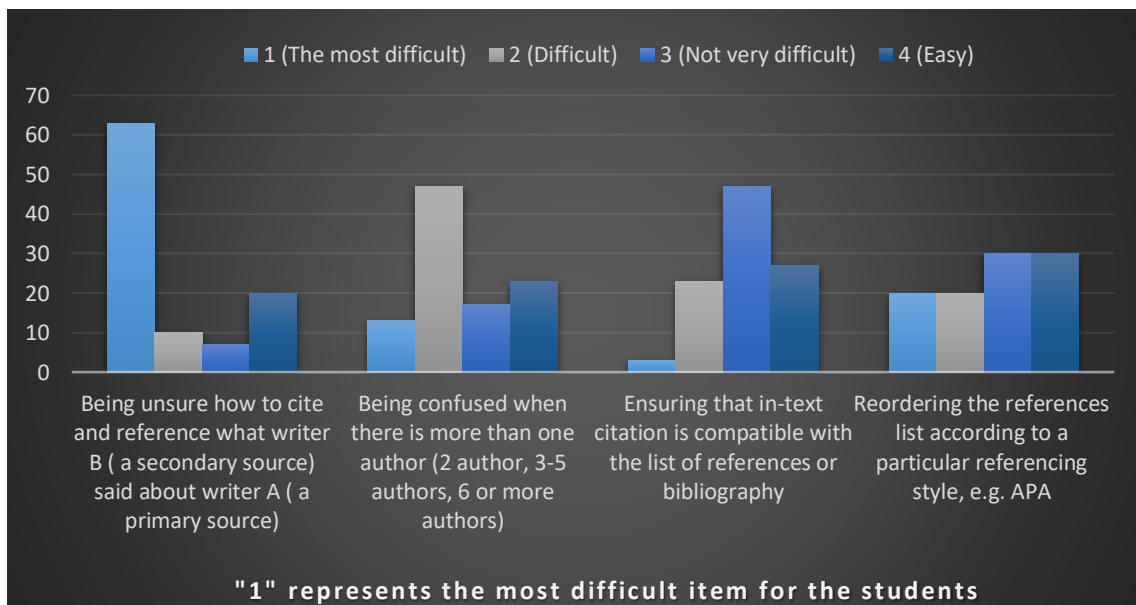
The results have shown that almost all the students need to learn about referencing sources at early years, expect (3%) of the whole population suggested to study the matter referencing at Master two.

- Section 03: What are the main common referencing difficulties?

Do you have problems in referencing? If you find any of the following difficulties, please rank them according to the 4 points Licker scale, with number **1** representing the most difficult item for you till number **4** representing the least difficult item for you.

Common referencing difficulties	1	2	3	4	Total
Being unsure how to cite and reference what writer B ( a secondary source) said about writer A	63%	10%	7%	20%	100%
Being confused when there is more than one author (2 authors, 3-5 authors, 6 or more authors)	13%	47%	17%	23%	100%
Ensuring that in-text citation is compatible with the list of referencing	3%	23%	47%	27%	100%
Reordering the references list according to a particular referencing style, e.g. APA	20%	20%	30%	30%	100%

**Table 2.2: Students’ Difficulties in Referencing**



**Figure 2.6: Students’ Difficulties in Referencing**

As it is illustrated above, (63%) of the students stated that are not sure how to cite what writer “B” (a secondary source) said about writer “A” (a primary source). While (20%) of them considered it as not a difficult act. (20%) of the population ranked this item with a “2” and only (7%) of the students ranked it with “3”.

According to the second statement, almost half of the students (47%) found themselves confused when there is more than one author (e.g, 2 authors, 3-5 authors, 6 or more authors). While, (23%) of them selected to rank it with “4” which means that this item is not difficult for them. (17%) of the targeted population gave this item a “3” in terms of difficulty and the rest of them, (13%) insured that they found themselves not capable of referencing appropriately, when there is more than one writer.

Concerning the third statement, nearly half of the students (47%) selected to rank this item with a “3” in terms of difficulty, which means they do not have many troubles in making the in-text citation compatible with the list of references. While (27%) of them found it an easy task and ranked it with a “4”. (23%) of the population gave it “3” and only (3%) of the students agreed that it is very difficult to create a balance between what have been stated in the in-text citation and the list of references.

Regarding the last statement, (30%) of the students agreed that reordering the list of referencing is an easy task. Whereas, the same percentage (30%) ranked this item with a “3”. (20%) of the students found this task very difficult and another (20%) of the population gave it “2”.

### 2.8.2. The Analysis of the Teachers’ Survey:

- **Question 01: While consulting previous dissertations, did students commit many mistakes in referencing? If yes, were they in “In-text citation” or in “The references list” part?**

When the four teachers were asked if students committed many mistakes in referencing, while consulting previous dissertations. All of them answered with “Yes”. Concerning the second part of the question, the teachers claimed that the students committed mistakes in both “In-text citation” and in “The references list”.

Teacher (A) said, “Certainly, yes! Students often do a lot of mistakes and errors when they are referencing their resources of previous research relevant to their field of investigation. For example, they do not use in-text citation properly due to unawareness of academic skills such as paraphrasing and summarising. In that, they remain filling out their thesis with direct quotations and this leads to the increase of percentage of plagiarism. Another significant issue is the misuse of the references list because students often triple the list though some resources were not used in their research”.

Teacher (B) stated that, “Through my experience as a teacher of research methodology and academic writing and as a supervisor, I found that most of the students have poor background knowledge in referencing in both in-text and listing references”.

Teacher (C) claimed that, “Students generally commit mistakes in both in-text citation and in the list of references”.

Teacher (D) asserted that, “The referencing mistakes committed in the dissertations were in both in-text citation and in the references list”.

- **Question 02: Why do students neglect the act of referencing and do not give it much importance?**

Concerning the second question, Teacher (A) said, “Sincerely speaking, students are always confronted with such a critical issue whose deep reasons go beyond the poverty of language skills because they may not have the sufficient language abilities, the conceptual knowledge of scientific research and academic writing in order to read critically and write intellectually. The mastery of language is so important in composition of the high quality of academic writing, especially when writing a research proposal”.

Teacher (B) considered that, “The first reason is that they are not well trained on how to reference because they did not experience writing an academic paper before. The second reason is that they are not aware of the importance of academic honesty and integrity in academic research and the consequences of conducting plagiarism since writing without acknowledging the source is regarded as plagiarism”.

Teacher (C) proposed these reasons “Lack of instructions and lack of knowledge”.

Teacher (D) argued that, students neglect the act of referencing is due to “The lack of information concerning referencing, not too much resources. This can cause students struggle with remembering what information came from where and leaving off important citations. In addition, students may not have the desire to search. Moreover, the lack of intensive reading”.

- **Question 03: What are the reasons that lead to inappropriate referencing?**

For the third question, the teachers were asked to give their points of view concerning the reasons that may lead to inappropriate referencing.

Teacher (A) claimed that, “There are several reasons that go beyond the inappropriate referencing. Firstly, it must be that English language is not well mastered. Secondly, students are not able to understand the scientific terminology because it is above their real English level. Finally, students do not have time to learn deeply prior to the commencement of conducting a scientific research”.

Teacher (B) considered that, “The main and central reason is that there is no module called academic writing that should be included in Licence canvas and be taught from the second licence level. In this module, students will be trained on how to write academically starting with techniques of academic writing (paraphrasing, summarising and quoting), getting knowledge on the different academic sources (books, journals, databases. etc.), having a good background knowledge on the different citation styles and how to list references in both in-text and the list of references. Secondary, this module is not introduced in Master canvas for the didactic field; therefore, students will face difficulties in referencing”.

Teacher (C) mentioned that, students do not reference the sources appropriately because of “lack of practice concerning methodology lessons”.

Teacher (D) said, “Students may have not done proper research and being irresponsible by not giving credit to other researchers and acknowledge their ideas”.

- **Question 04: What should students do to master the “Referencing” skill and avoid plagiarism?**

Regarding the final question, the teachers were asked to provide suitable suggestions that enable the students to reference the sources appropriately and avoid plagiarism.

Teacher (A) claimed that, “Above all, students should work very hard in order to improve the targeted English level. That is, they need to listen intensively to English speech, read a lot of different written passages whether from newspapers or books, and then they should practise what they learned. In the end, they should have conceptual knowledge about research methodology, research techniques, and research proposal”.

Teacher (B) asserted that, “Learning how to reference is not a difficult task. The student has to read the citation guide of the citation style he/she is adopting and try to practise. The student should also master the different techniques of academic writing mainly paraphrasing. He/she should make a balance between these techniques i.e. no depending just on quoting, paraphrasing, or summarising. Mastering the different techniques of each feature i.e. in paraphrasing there are techniques to paraphrase that the student should learn. For example, using just synonyms in paraphrasing is not enough. Acknowledging sources when the student is taking ideas. The student should also know the purpose when he/she can use narrative and parenthetical citations, i.e. they should be used for a given purpose. All these techniques should be supported by practice”.

Teacher (C) said that in order to master the “Referencing” skill, students must understand very well methodology concepts and practise enough every part of the research paper with the concerned teacher”.

Teacher (D) stated that, “Relying on the referencing guide is the key to correctly reference the sources both in In-text citation and in the references list. Additionally, students should properly paraphrase what authors have said in order to avoid plagiarism”.

## **2.9. Conclusion:**

This chapter dealt with the design of the current research along with the analysis of the data gathered. More specifically, it described the procedures followed by the researcher while designing the research instruments adopted (Students’ questionnaire and teachers’ survey) for the purpose of collecting data from the targeted research population.

**3.1 Introduction:**

Referencing academic sources in Master dissertations is an essential step that students need to control. It is done in order to accredit authors for their achievements, also to support one's ideas and thoughts with scholars and writers sayings. Inappropriate referencing leads to plagiarism. Students encounter difficulties in citing the sources due to the lack of experience in referencing academic sources. The current chapter will report and discuss the finding obtained from students' questionnaire and teachers' survey. Moreover, the present chapter will propose a number of suggestions addressed to the academic researchers in general (teachers, supervisors, syllabus designers and students) in order to inspire them with further research topics in the future.

**3.2. Research Reporting:**

The current study was conducted at the English department in Saida University. The purpose of this study is to reveal the challenges faced by Master two students in citing academic sources in dissertation writing. Additionally, it seeks for solutions that can overcome such challenges.

At the outset, the findings demonstrated that the majority of the students (93%) who have participated in this research assumed that referencing sources can prevent them from committing plagiarism. Moreover, (70%) of the students found that supporting their own ideas with scholars and writers' sayings is very important. In addition, the majority of the target population (83%) revealed that they are not capable of referencing the sources easily. Moreover, (87%) of the students declared that they need more practice concerning citing academic sources.

Based on the study findings, the students cite the sources inappropriately in their master dissertations due to a set of reasons like:

- The lack of experience in writing an academic paper.
- The unawareness of the honesty and integrity importance in academic research.
- The unawareness of the plagiarism consequences.
- The poor background knowledge on different citation styles.
- The poverty of language skills and insufficient language abilities.
- The unawareness of academic skills such as paraphrasing, summarising and quoting.
- The insufficient practice on the techniques of academic writing.



- The unawareness of the conceptual knowledge of scientific research and academic writing.
- The weak mastery of the English language.
- The poor time management.
- The insufficient knowledge of the steps on how to write an academic dissertation.

### **3.3. The Discussion of Findings:**

This section will discuss the main findings in relation to the research questions. Thus, the results will approve or disapprove the hypotheses.

Concerning the first research question hypotheses, the results obtained from one part of the students' questionnaire and the teachers' survey confirmed the previous mentioned hypotheses which implied that:

- Students do not reference appropriately their dissertations sources because they may not master the writing skills in a thorough manner. In addition to their weak background in referencing style format.

Furthermore, the second research question hypotheses were proved by the data gathered from the teachers' answers in the survey administered to them and also through the students' answers in the questionnaire' fourth question. The hypotheses were as follows:

- To overcome the previous referencing obstacles, the excessive practice on both referencing styles and academic writing techniques (paraphrasing, summarising and quoting) would be recommended. Furthermore, research Methodology Syllabus designers might help the students in promoting their referencing competences by devoting the most part of Master curricula (1+2) to referencing styles lessons and activities.

### **3.4. Recommendations and General Implications:**

#### **3.4.1. Suggestions for Teachers:**

Teachers' contribution in raising the awareness about the importance of citing academic sources appropriately in Master dissertations is essential. As far as this contribution is concerned, the researcher suggests some recommendations that should be taken into account.

### **1. Raising the Awareness Regarding Academic Skills:**

Mastering the skills of academic writing is obligatory for students and researchers. For this purpose, it is suggested that, teachers will need to sensitise students about the importance of mastering the skills of academic writing (i.e. paraphrasing, summarising and quoting). Moreover, it is necessary to inform the students that depending on only one technique (such as quoting) is unacceptable and leads to the increase of the percentage of plagiarism. Additionally, teachers will need to provide the students with instructions and guidelines on how to create a balance between these techniques for the purpose of achieving a balanced piece of writing.

### **2. Improving Students' Critical Skills:**

Relying on what has been revealed by the present research, the researcher proposes for teachers to teach students how to acquire critical thinking skills. In this regard, teachers will have to ask students open-ended questions and interact with them in the classroom. In addition, engaging students in critical reading of academic sources (i.e. books, journals, etc.) and using them in writing is an essential step that teachers should start with. This way will help them to acquire the analytical skills and rely more on their own linguistic abilities. Critical thinking is indispensable in the field of education. In order to attain high level of critical thinking, the students have to acquire the ability to understand, to develop their standpoints, and to make intelligently a link between ideas. Enhancing students' critical and analytical skills will help them to gain a thorough understanding of the subject matter.

### **3. Teaching Students Paraphrasing Techniques:**

In the light of the current research conclusion, the researcher proposed suggestion for research methodology and research techniques' teachers. Since paraphrasing is highly connected to referencing, the researcher will need to master this skill in order not to fall in

the trap of plagiarism. In this case, the teachers' duty will lie on providing the students with the required techniques that they need to learn.

#### **4. Devoting Specific Sessions for Paraphrasing:**

Providing students with paraphrasing' techniques and principles is not enough to master this skill. It will be necessary to devote excessive T.D sessions where the teacher provides the students with passages to paraphrase. This kind of sessions will help the students to apply their theoretical knowledge in the classroom. Consequently, they will correct their mistakes and in parallel, they will learn from them.

#### **5. Teaching Students Different Referencing Styles:**

Based on what the research' results has shown, the next suggestion is also addressed to teachers of research methodology and research techniques. Students did not encounter the term "Referencing sources" at early years; they have no prior knowledge about citing the sources. Therefore, it will be crucial for teachers to elaborate the different styles of referencing such as APA, MLA and Harvard referencing style to the students. This method will allow them to have a broad knowledge about multiple citation styles.

#### **6. Training Students on How to Reference:**

In addition to the above-mentioned suggestions, and the current study results, the suggestion needs to be taken into consideration. Mentioning the sources used in the researcher' work adds credibility to it. Moreover, citing authors' and scholars' works is considered as an indispensable phase which cannot be neglected. Learning how to reference is not a difficult task i.e. it would be more useful and practical if the teachers provided the students with a printed guide of the style proposed by the department. It is also suggested to devote many sessions to practice the sources referencing in both in-text citation and the references list in order to get a good mastery of this skill.

#### **7. Raising the Awareness about the Academic Honesty and Integrity:**

Academic integrity is an umbrella term that embodies the fundamental values of responsibility, respect, honesty and trust. While conducting a research paper, the researcher must respect the research ethics by acknowledging others' works. In this regard, teachers

will be highly responsible in raising the awareness about the importance of academic honesty and integrity. Teachers will also need to inform students that thoughts and ideas are intellectual property that is possessed by the person who first came up with it. Additionally, they will need to teach them to use their own style in expressing their viewpoints.

### **8. Teaching the Students the Consequences of Plagiarism:**

Plagiarism is stealing or borrowing someone else's words and ideas without giving credit to the original author. It is considered as a scientific theft and a form of academic misconduct. Teachers' duty will lie on making the students aware about the consequences of committing plagiarism and adopt strict rules for students who plagiarise.

Organising study days and conferences to raise the awareness about the seriousness of plagiarism consequences is also considered as a tentative suggestion that teachers will need to take it into account.

### **9. Teaching Students How to Write a Dissertation:**

Writing an academic dissertation is not easy at all, especially for students who have no previous knowledge about it. Above all, teachers will need to teach students how to conduct a research. The teachers' responsibility will consist of providing the students with the appropriate places to find reliable and trustworthy sources.

The dissertation has specific rules and guidelines to be followed by the researcher. The teacher will need to shed light on each phase of it. For this purpose, the teacher has to provide the students with samples of the dissertation parts (abstract, general introduction, general conclusion, etc.). In addition, he/she has to explain them for the purpose of reinforcing the students understanding of each component of the dissertation.

### **10. Excessive Practice on Writing:**

As it is illustrated in the previous results, the students' English language is not well mastered; they lack of the ability to understand the scientific terminology since it is beyond their real English level. For this purpose, the teachers will need to devote T.D sessions to practise writing excessively and equipping the students with the needed academic terms and

expressions. Once writing becomes a habit, the students will be able to write accurately and coherently.

### **3.4.2 Suggestions for Supervisors:**

The supervisors' collaboration in sensitising the students about the importance of acknowledging academic sources in dissertation writing is highly recommended. For the purpose of achieving this collaboration, a number of suggestions are worth mentioning:

#### **1. Devoting Time for Supervision:**

The supervisor is responsible for the students and the work to be done. It will be preferable if the supervisors meet the students regularly, in order to discuss the hindrances that hold the students from moving forward. Additionally, this step will create a bond of confidence and honesty between supervisors and their students.

#### **2. Obliging the Researcher to Set Up the "References" List at the End of the Literature Review:**

The list of references is an important component of the dissertation. It sheds light on the academic sources that have been used by the researcher. The supervisor's responsibility will lie on asking the researcher to set the references list once he/she finishes the literature review writing. This step will save time for the students when organising their references and it will avoid the confusion and the loss of the sources used in the research.

#### **3. Providing the Students with the Required Materials:**

Master two students are not well experienced in conducting a research. Consequently, they do not know how and where to find reliable sources. The supervisor's duty will consist of providing the researcher with the needed materials such as: The citation style' guide, sources related to the matter being investigated, PDF files and books that describe how a dissertation should be settled. Through this way, the students will be ready and well - equipped to engage in writing.

#### **4. Concentrating on the Time Factor:**

The time factor is one of the obstacles that hold the researchers from achieving an ideal dissertation. The reason behind this issue is students' laziness. The supervisor will be able to manage the time by determining a deadline for submitting each part. By achieving this purpose, the student will be serious and more prudent regarding the time factor.

### **5. Adopting Strict Rules for Students who Triple the “References List”:**

The references list contains the sources of previous scholars and authors that the researcher uses in order to reinforce his/her ideas and thoughts. In some cases, students misuse the references list; they often triple the list through some resources which were not used in their research. This act is considered as cheating and a form of academic misconduct. In order to avoid this issue, the supervisor will need to review and compare the references list with the sources used in the body work.

### **3.4.3 Suggestions for Syllabus Designers:**

The syllabus designers play a major role in the students' learning process, since they are the ones deciding what should be included in the curriculum. For the purpose of maintaining a balanced syllabus in research methodology, few suggestions are worth mentioning:

#### **1. Including a Module Called “Academic Writing” in Licence Canvas:**

Academic writing is one of the important modules that need to be learnt. It consists of lessons that train students to write academic reports and papers. It is suggested to include this module in licence canvas, and it should be taught from the second licence level.

In This module, the students will be able to learn about the techniques of academic writing including paraphrasing, summarising and quoting. Moreover, it will allow them to discover the different academic sources such as books, journals, databases and web sites. In addition, it will introduce to them a good background knowledge on different referencing styles. It is highly suggested to propose this module in Master canvas, especially for the didactic field.

#### **2. Teaching Students Referencing Styles at Early Years:**

Referencing academic sources is highly required, not only in Master dissertations, but also in the daily assignments. It is suggested to introduce the different styles of referencing

at the early years of the Licence canvas. It is also essential to ask the students to cite the sources used while doing home works and assignments. By achieving this, the students will be trained to cite the sources following one specific referencing style.

### **3.4.4 Suggestions for Students:**

When it comes to finding suitable solutions for the challenges that encounter students while citing academic sources in Master dissertations, students need to endeavour for the same sake.

#### **1. Excessive Reading about the Topic under Investigation:**

Writing a dissertation is not an easy task. The researchers need to take their time in reading about the topic being investigated (i.e, consulting relevant books, articles, websites and journals). It is also necessary to consult previous dissertations in order to review the structure of each chapter and notice how each part should be settled. By achieving this, the researcher will be equipped with enough knowledge that allows him/her to engage in writing the dissertation.

#### **2. Learning How to Manage the Time:**

The time factor plays a significant role in dissertation writing. The researchers need to learn how to manage and organise their time in order to accomplish the research work in the right time. Students' laziness is considered as one of the well-known factors that hinder the researchers from accomplishing the research work on time. It is also necessary for the researchers to be responsible and being aware of the consequences for postponing the work.

#### **3. Abiding by the Rules of the Citation Guide:**

Organising the dissertation according to one specific citation style is of major importance. The committee members' role is to examine the dissertation; more specifically, they will emphasise on the structure of the dissertation. In order to achieve a well-organised dissertation, the researcher must follow the template suggested by the department as well as the citation style guide.

**4. Writing Down all the Sources Used in the Dissertation:**

Integrating academic sources adds authenticity and credibility to the topic under investigated. It is suggested to note down all the sources while using them; in order to avoid confrontation and confusion. This method will facilitate the arrangement of the list of references.

**3.5 Conclusion:**

Citing thoughts and ideas of different authors and scholars in Master dissertations adds credibility to it. It is considered as an indispensable phase which cannot be neglected. At the outset, the current chapter provided the results reporting besides to the discussion of the main findings in relation to the previously proposed' research questions. In the present chapter, the researcher also proposed suitable solutions for the issue being investigated. It has proposed a number of suggestions for teachers, supervisors, syllabus designers and for students. These suggestions need to be taken into account for the purpose of achieving a well-written Dissertation.



## **General Conclusion**

Referencing is an important element in academic writing. It is a way of acknowledging ideas, words, and facts that have been created by scholars in the field and presented in the public domain. Integrating academic sources within the work, adds credibility and authenticity to it. However, University students encounter difficulties in understanding the principle and practice of referencing.

The current work is premised upon two research questions the main which investigate both obstacles that hinder students from referencing appropriately and the suitable solutions to overcome such challenges. The findings of the first research question demonstrated that the students cite the sources inappropriately in their Master dissertations due to: Firstly, the poor knowledge background on different citation styles. Secondly, the unawareness of academic skills such as paraphrasing, summarising and quoting. Thirdly, the insufficient practice on the techniques of academic writing. Concerning the results of the second question, they showed that the suitable solutions to get over such challenges can be summarised in two main statements: The students' excessive practice on the academic writing techniques and the referencing styles activities. In addition, to the incorporation of the "Academic writing" module at the undergraduate and graduate level (Master canvas).

The results obtained from the students' questionnaire and the teachers' survey confirmed the previous mentioned hypotheses. The selected research instruments were effective and helpful for the researcher in gathering relevant and reliable data despite of the non-correspondence of some participants. The previous mentioned research tools helped in achieving varied data in order to select what serves for the scope of the study. Thus, the obtained data could have been limited if only one method was adopted.

The research work has come across some limitations; one of these limitations is the incapability to conduct a face to face interview with teachers, since the university was closed because of the Covid-19. In addition to teachers' uncooperativeness.

The current study is the starting point of a further research project in terms of writing a good dissertation issue. In this regard, the following topics "The Importance of Honesty and Integrity in Academic Writing" and "The Challenges in Understanding the Conceptual Knowledge of Scientific Research in Academic Writing" could be proposed as a kind of continuation to the current study for the further researchers.

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## Appendices

### Appendix A:

#### Students' Questionnaire

##### Challenges in referencing sources in dissertation writing

Master two Didactics Student

English Department

University of Saida

**Dear colleagues,**

This study aims to investigate the challenges that Master Two students face in referencing the sources during the dissertation writing. Therefore, in order to carry out the above-mentioned research successfully; your contribution is needed by filling in this questionnaire. This questionnaire is completely anonymous and the information collected will be used only for academic purposes. Thank you for your participation!

**Tick the right answer!**

I am a master two student specialized in:

**Didactics  Literature and Civilization**

**1) Why does the researcher reference the sources?**

These are the reasons for referencing sources in a Master dissertation.

Rank your choices with:

1) Important (I)

- 2) Very important (VI)
- 3) Not really important (Not I)

**Ranking**

<b>a.</b> To show the supervisor and the reader that you have done your readings	
<b>b.</b> To acknowledge the source of any evidence	
<b>c.</b> Just because you have to respect the rules and standards	
<b>d.</b> To help the reader to trace the origins of ideas	
<b>e.</b> To support your own ideas and thoughts with scholar's sayings	
<b>f.</b> To avoid accusations of plagiarism	
<b>g.</b> To show who or what has influenced your thinking	

**2) Please answer the following questions with Yes or No:**

a) Based on what you have studied in research methodology, do you find yourself capable doing your referencing easily?

Yes                       No

b) Do you need more practice on citing and referencing sources?

Yes                       No

c) You need to learn about referencing sources:

At Master two  At early years

**3) What are the main common referencing difficulties?**

Do you have problems in referencing? If you find any of the following difficulties, Please rank these 1 to 4, with 1 representing the most difficult item for you.

## Ranking

<b>a.</b> Being unsure how to cite and reference what writer B (a secondary source) has said about writer A, who is the one you are interested in.	
<b>b.</b> Being confused when there is more than one author (2 authors, 3-5 authors, 6 or more authors)	
<b>c.</b> Ensuring that in-text citation is compatible with the list of references or bibliography	
<b>d.</b> Deciding the right order of the source detail in any reference consistent with a particular referencing style, e.g. APA	

**Thank you for your participation in this questionnaire!**

**Appendix B:**

**Teacher’s Survey**

Dear Teachers,

This survey is an essential component of the research inquiry entitled “Challenges in Referencing Sources for Second Year Master Students in Dissertation Writing. Based on your supervision experience, you are gently required to fill in this survey for the purpose of detecting the difficulties that students face during referencing the sources used in their dissertations. Your collaboration is highly appreciated!

P.S: All answers are completely confidential and anonymous.

- While consulting previous dissertations, do students commit many mistakes in referencing? If yes, are they in “In-text citation” or in “The references list” part?  
.....  
.....  
.....
- Why do students neglect the act of referencing and do not give it much importance?  
.....  
.....  
.....
- What are the reasons that lead to inappropriate referencing?  
.....  
.....  
.....
- What should students do to master the skill “referencing” and avoid plagiarism?  
.....  
.....  
.....

**Thank you for your collaboration!**



## Summary

To fulfill any study, incorporating academic sources within the work (Referencing) is an indispensable part. However, this step should be done in an honest way because it both facilitates the transmission of data and it appreciates the writers' achievement in the academic field.

The present study's significance lies down in investigating closely the challenges that Master two students face in citing sources referencing and the solutions to overcome them while writing their dissertations. To solve the research problematic, 2 major questions were asked:

- 1) What are the main obstacles that hinder students from referencing appropriately?
- 2) What are the suitable solutions to overcome such challenges?

To conduct this research, two research hypotheses were formulated:

- 1) Students could not reference appropriately their dissertations sources because they may not master the writing skills in a thorough manner; in addition to their weak background in referencing style formats.
- 2) To overcome the previous referencing obstacles, the excessive practice on both referencing styles and academic writing techniques (paraphrasing, summarising and quoting) would be recommended; furthermore, Research Methodology Syllabus designers could help the students in promoting their referencing competences by devoting the most part of Master curricula (1+2) to referencing styles lessons and activities.

The final results of the present study were obtained through 2 main research tools: A structured questionnaire administered to 30 Master students belonging to both specialities (Didactics and Literature) in addition to an e-mail survey sent to 4 teachers at the English department.

The current work consists of three chapters. To begin with, the first chapter is devoted to the literature review. It presents a general theoretical background and some previous studies

dealt with in the study field. The second chapter outlines the structure of the study. It highlights the research design, the methods undertaken to collect data, and the analysis of the data obtained. Regarding the third chapter, it is devoted to the pedagogical implications and suggestions addressed to teachers, supervisors, syllabus designers and students.

The study results demonstrated that students cite the sources inappropriately in their Master dissertations due to various reasons: The poor knowledge background on different citation styles, the unawareness of academic skills such as paraphrasing, summarising and quoting and the insufficient practice on the techniques of academic writing. The solutions that could help in getting over such challenges could be summarised in two main statements: The students' excessive practice on the academic writing techniques and the referencing styles activities. In addition to the incorporation of the "Academic writing" module at the undergraduate and graduate level (Master canvas).

To conclude, for the researcher, referencing academic sources in Master dissertations is a primordial step to abide by the requirements of the academic research.

**Key Words:** Academic sources, referencing, challenges, academic writing, paraphrasing, summarising, quoting, referencing styles, dissertation.

## الملخص

لإنجاز أي دراسة، يعد دمج المصادر الأكاديمية في العمل (المراجع) جزءًا لا غنى عنه. ومع ذلك، يجب أن تتم هذه الخطوة بطريقة صادقة لأنها تسهل نقل البيانات وتقدر إنجاز الكتاب في المجال الأكاديمي.

تكمن أهمية الدراسة الحالية في التحقيق عن كتب في التحديات التي يواجهها طلابا الماستر في دمج المصادر الأكاديمية والحلول للتغلب عليها أثناء كتابة أطروحاتهم. لحل مشكلة البحث، تم طرح سؤالين رئيسيين:

1. ما هي العقبات الرئيسية التي تعيق الطلاب من دمج المصادر الأكاديمية بشكل مناسب؟
2. ما هي الحلول المناسبة للتغلب على هذه التحديات؟

لحل مشكلة البحث، تمت صياغة الفرضيات التالية:

1. لا يشير الطلاب بشكل مناسب إلى مصادر أطروحاتهم لأنهم قد لا يتقنون مهارات الكتابة بطريقة شاملة بالإضافة لخلفتهم الضعيفة في تنسيقات الأنماط المرجعية.
2. للتغلب على العقبات المرجعية السابقة، يوصى بالممارسة المفرطة على كل من أساليب المراجع وتقنيات الكتابة الأكاديمية (إعادة الصياغة، التلخيص والاقتناس) و يمكن لمصممي المناهج الدراسية أن يساعدوا الطلاب في تعزيز كفاءاتهم المرجعية من خلال تكريس الجزء الأكبر من مناهج الماستر (1 + 2) لشرح الدروس والأنشطة المتعلقة بالأنماط.

تم الحصول على النتائج النهائية للدراسة الحالية من خلال أداتين بحثيتين رئيسيتين: استبيان منظم موجه إلى 30 طالب الماستر ينتمون إلى كل من التخصصين (التعليم والأدب) بالإضافة إلى استبيان بالبريد الإلكتروني تم إرساله إلى 4 معلمين في قسم اللغة الإنجليزية.

يتكون العمل الحالي من ثلاثة فصول، تم تخصيص الفصل الأول لمراجعة الأدبيات، فهو يقدم خلفية نظرية عامة وبعض الدراسات السابقة التي تم تناولها في مجال الدراسة. الفصل الثاني يحدد هيكل الدراسة. يسلط الضوء على تصميم البحث، والأساليب المتبعة لجمع البيانات، وتحليل البيانات التي تم الحصول عليها. أما الفصل الثالث فهو مخصص للاقتراحات التربوية الموجهة للمعلمين والمشرفين ومصممي المناهج والطلاب.

أظهرت نتائج الدراسة أن الطلاب يستشهدون بالمصادر بشكل غير ملائم في أطروحات الماستر لأسباب مختلفة: ضعف الخلفية المعرفية لأنماط الاقتباس المختلفة، وعدم إدراك المهارات الأكاديمية مثل إعادة الصياغة، التلخيص والاقتناس وعدم كفاية الممارسة على تقنيات الكتابة الأكاديمية. يمكن تلخيص الحلول التي يمكن أن تساعد في التغلب على هذه التحديات في بيانين رئيسيين: ممارسة الطلاب المفرطة على تقنيات الكتابة الأكاديمية وأنشطة أنماط المراجع. بالإضافة إلى إدراج وحدة "الكتابة الأكاديمية" على مستوى الدراسات العليا (أولى وثانية ماستر).

في الختام، بالنسبة للباحث، يعد الرجوع إلى المصادر الأكاديمية في أطروحات الماستر خطوة أساسية للالتزام بمتطلبات البحث الأكاديمي

الكلمات المفتاحية: مصادر أكاديمية، مرجعية، تحديات، كتابة أكاديمية، إعادة صياغة، تلخيص، اقتباس، أنماط مرجعية، أطروحة.

## Résumé

Pour réaliser une étude, l'intégration de sources académiques dans le travail (référencement) est une partie indispensable. Cependant, cette étape doit être effectuée de manière honnête car elle facilite à la fois la transmission des données et elle apprécie les réalisations des auteurs dans le domaine universitaire.

L'importance de la présente étude réside dans une enquête approfondie sur les défis auxquels sont confrontés les étudiants de Master 2 en citant les sources de référence et les solutions pour les surmonter lors de la rédaction de leurs mémoires. Pour résoudre la problématique de la recherche, 2 questions majeures ont été posées :

- 1) Quels sont les obstacles qui empêchent les étudiants de se référer correctement ?
- 2) Quelles sont les solutions appropriées pour surmonter ces défis ?

Pour résoudre la problématique de la recherche, les hypothèses suivantes ont été formulées :

- Les étudiants ne référencent pas les sources utilisées dans leurs thèses car ils ne maîtrisent pas les techniques d'écriture académique de manière approfondie. Additionally, les étudiants peuvent ne pas organiser les références en conséquence en raison de leur faible expérience dans les formats de style de référence.
- Pour surmonter les obstacles de référencement précédents, une pratique excessive sur les styles de référencement et les techniques d'écriture académique (paraphraser, résumer et citer) serait recommandée. Ainsi que les programmeurs de Syllabus pourraient aider les étudiants à promouvoir leurs compétences en référencement en consacrant la plupart des programmes de Master (1 + 2) aux cours et activités de styles de référence.

Les résultats finaux de la présente étude ont été obtenus grâce à 2 principaux outils de recherche : un questionnaire structuré administré à 30 étudiants de Master appartenant aux deux spécialités (didactique et littérature) en plus d'une enquête envoyée par e-mail à 4 enseignants du département d'anglais.

Le mémoire actuel se compose de trois chapitres. Pour commencer, le premier chapitre est consacré à la revue de la littérature. Il présente un contexte théorique général et quelques études antérieures traitées dans le domaine d'étude. Le deuxième chapitre décrit la structure de l'étude. Il met en évidence la conception de la recherche, les méthodes adoptées pour collecter les données et l'analyse des données obtenues. Concernant le troisième chapitre, il est consacré aux implications pédagogiques et aux suggestions adressées aux enseignants, superviseurs, les programmeurs de syllabus et étudiants.

Les résultats de l'étude ont démontré que les étudiants citent les sources de manière inappropriée dans leurs mémoires de master pour diverses raisons : les faibles ressources des différents styles de citation, l'incompétence dans les techniques d'écriture académiques telles que la paraphrase, le résumé et la citation et la pratique insuffisante des techniques de rédaction académique. Les solutions qui pourraient aider à surmonter ces défis pourraient être résumées dans deux déclarations principales : la pratique excessive des étudiants sur les techniques d'écriture académique et les activités de styles de référence. En plus de l'intégration du module «Écriture académique» au 1ere et 2 eme année Master.

Pour conclure, pour le chercheur, référencer des sources académiques dans des mémoires de Master est une étape nécessaire pour se conformer aux exigences de la recherche académique.

**Les mots clés :** sources académiques, référencement, défis, écriture académique, paraphraser, résumer, citer, styles de référencement, mémoire.