

Improving students' source integration skills: Does a focus on reading comprehension and vocabulary development work?

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Abstract

Previous research has explored the reasons for the overreliance on patchwriting in L2 writing. Fewer studies have examined pedagogical interventions designed to help these writers improve source integration skills, and these studies have mainly focused on teaching citation and/or paraphrasing skills. There is no research examining whether improving students' accurate understanding of the source text and the vocabulary needed to discuss the ideas lead to fewer instances of patchwriting. The current study examined this issue in a quasi-experimental study. Sixty students in three experimental and one control group and their instructors participated in the study. Following a language use test, instructors focused on developing students' accurate understanding of source information and the language needed to discuss the ideas. Results from an ANCOVA with language use scores as the covariate revealed that essays in the Experimental Group 3 received significantly higher source use scores on the source-based final exam. Further analysis showed statistically significant correlations between source use scores on the final exam and a lower percentage of source use and a smaller number of source use instances. In interviews, students characterized the intervention as useful but also time-consuming. Implications of the results will be discussed.

As recent research syntheses and volumes (Cumming, Lai, & Cho, 2016; Flowerdew & Li, 2007; Pecorari, 2013; Pecorari & Petrić, 2014; Pecorari & Shaw, 2019b) indicate, integrating information from outside sources appropriately poses a significant challenge to all novice academic writers and in particular to second language (L2) writers. A substantial body of research has attempted to answer the question why L2 writers struggle with this skill. Explanations for this in previous research include being overwhelmed by the level of difficulty of the source texts or the writing task requirements (Currie, 1998; Li & Casanave, 2012; Pecorari, 2010; Shi, 2004) and overuse of patchwriting in a variety of tasks in which L2 writers have to draw on information from mainly written outside sources when they produce their own texts (Abasi & Akbari, 2008; Casanave, 2004, 2017; Howard, 1992, 1995; Li & Casanave, 2012; Pecorari, 2003; Pecorari & Shaw, 2012). Patchwriting is defined by Howard (1992) as “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes” (p. 233). L2 writers’ overreliance on patchwriting has led to calls for pedagogical interventions to help students develop better textual appropriation strategies (Bloch, 2001; Casanave, 2004, 2017; Howard, 1992, 1995; Pecorari & Petrić, 2014; Pecorari & Shaw, 2019a). However, as Pecorari and Petrić (2014) point out, little research has focused on identifying specific challenges of L2 writers in using outside sources in their writing with the view of developing pedagogical materials designed to address these challenges. The current study aims to address this gap in the literature. In it, we examine the effectiveness of pedagogical materials designed to address the specific challenges L2 writers face when performing source-based academic writing.

Research on Pedagogical Interventions to Improve Source Use Skills

Previous research has identified a number of challenges that L2 writers face when integrating information from outside sources into their own texts. First, L2 writers with low reading abilities have trouble comprehending the source texts before they can even attempt to integrate that information into their own texts (Asención Delaney, 2008; Esmaeili, 2002; Plakans, 2009a; Sawaki, Quinlan, & Lee, 2013). Furthermore, L2 writers with lower language proficiency have trouble identifying important ideas in the source text (Plakans & Gebril, 2013) and face difficulty integrating the information into their own texts (Cammish, 1997; Cumming et al., 2005; Currie, 1998; Gebril & Plakans, 2013; Johns & Mayes, 1990; Sutherland-Smith, 2005). L2 writers also have difficulty representing the source information correctly and selecting appropriate details from the source text in order to support their own ideas (Neumann, Leu, & McDonough, 2019). Finally, students use ineffective strategies as they rely on source texts for ideas but do not paraphrase or check their paraphrases to avoid plagiarism (Pecorari, 2003; Plakans, 2009b).

To address these challenges, Pecorari (2013) proposes ten task types to help L2 writers develop the skills necessary to avoid patchwriting. These task types can be grouped into three categories that target different skills: (1) accurate source citation¹, (2) the quoting and paraphrasing of source information, and (3) the accurate representation of information from sources in new texts. Previous research on pedagogical interventions, however, has mainly examined tasks that target accurate source citation and paraphrasing skills but not the accuracy of source information. In other words, most research targets the first two types of pedagogical

¹ In line with the APA Publication Manual (American Psychological Association, 2010), we use the term *citation* to refer to instances where the origin of information from outside sources is acknowledged through in-text citations with reference to the authors' names and year of publication. We use the term *quote* or *quotation* when referring to verbatim wording taken from the source that is identified as such through, for instance, the use of quotation marks.

intervention proposed by Pecorari (2013) but not the third, which she sees as equally important. Our literature review first discusses studies with interventions that fall into the first two categories and then the limited number of studies that include some focus on accurate source representation.

Interventions Designed to Reduce Patchwriting and Teach Citation Skills

Some researchers focus only on examining the impact of teaching students about citation practices on students' citation skills. Fazilatfar, Elhambakhsh, and Allami's (2018) intervention focused on accurate citation format and reporting verbs to introduce quotations. Their materials also addressed the rhetorical functions for referring to outside sources. Instruction, however, did not discuss patchwriting or provide practice on recognizing or avoiding it when referring to information from sources. Their study found that English as a foreign language (EFL) students did significantly better on a post-intervention citation test that assessed students' skills in the areas targeted by the instruction. Hendricks and Quinn (2000), on the other hand, examined changes in English L2 students' citation practices after they took an English Language for Academic Purposes (ELAP) course. Part of the ELAP course focused on teaching accurate citation skills and why citations were necessary. Following the intervention, the students' citation skills in both ELAP and Politics assignments significantly improved. However, as the authors point out, understanding the source information participants wished to include in their texts continued to pose significant challenges. Finally, students in Schuetze's (2004) study received instruction on APA citation and referencing. In addition, one group of students completed an assignment which required them to add missing source citations. Students in this group felt more confident in their citation skills, and there were fewer citation-related issues in these students' research papers. This first group of studies is quite limited in scope in that instruction provides

basic information about citation but not paraphrasing and practice opportunities for students are limited.

A second line of research examined the effect of paraphrasing and citation instruction on students' ability to avoid patchwriting. A first group of studies provides information only on how to cite sources and paraphrase information appropriately in the context of discipline-specific courses. In these studies, students are given information about how and why to cite and how to distinguish between appropriate and inappropriate paraphrases but do not practice paraphrasing. Henslee, Goldsmith, Stone, and Krueger (2015) found no or only one instance of plagiarism in students' psychology assignments following such an intervention. Similarly, participants in Belter and du Pré's (2009) study plagiarized less on their psychology papers following the intervention compared to the students who did not receive the instruction. Finally, Newton, Wright, and Newton (2014) found that students had better paraphrasing skills, including source citation, in a writing exercise after having received information about how to paraphrase and avoid patchwriting even though instruction did not contain a practice component. Unlike this first group of studies, Walker's (2008) study examined the effectiveness of an intervention that focused on paraphrasing practice only by having students complete paraphrasing notes with quotes from the source and APA referencing in one column and students' own paraphrases in another; instruction did not focus on providing information about citing or paraphrasing. Students in the experimental group again outperformed the students on two out of three paraphrasing measures administered post-intervention. All of these studies evaluated the effect of instruction by analyzing student writing following the intervention.

A second group of studies focused on teaching citation and paraphrasing skills first provided information about appropriate citation and paraphrasing in source-based academic

writing followed by practice exercises for L1 and L2 students. The approach to assess the effectiveness of instruction in these studies differed, however. Participants in Landau, Druen, and Arcuri's (2002) study had to complete a quiz assessing their ability to recognize instances of plagiarism, and students in the experimental group outperformed students in the control group on that measure. Similarly, students in Smedley, Crawford, and Cloete's (2015) study performed better on a plagiarism knowledge and recognition task post-intervention. These studies did not include measures, however, that could provide evidence that students were able to apply these skills in their own writing. For this reason, other studies went beyond knowledge and recognition tests and determined the effect of instruction by analyzing students' source-based writing assignments produced following the intervention. Students in Storch's (2012) study improved their ability to acknowledge and cite source and paraphrase more appropriately post-intervention in assignments for an academic writing course. In Divan, Bowman, and Seabourne's (2015) study, assignments of students who received the instruction showed a significantly lower level of plagiarism than assignments of students who had not benefited from instruction.

A final group of studies took a different approach to improving L2 students' source use skills. In addition to providing instruction about citation and paraphrasing skills, they added other components to the pedagogical intervention. One important addition is the focus on the reading stage of the source-based writing process. Wette (2010), for instance, included a focus on reading comprehension in her intervention. Although Wette does not provide a reasoning or details about the reading comprehension instruction in her study, we find it noteworthy since we consider this an important step in helping students represent the source information more accurately, an important dimension of Pecorari's (2013) task types. Students in Wette's study scored higher on a knowledge quiz and showed better paraphrasing and citation skills on a

paraphrasing task and a source-based writing task following the intervention. Similarly, Prescott (2016) encouraged the use of a reading and referencing log for a collaborative assignment in a first-year arts module at the Open University to improve students' source integration practices on subsequent individual projects. There is some evidence in her results that the intervention was effective and follow-up questionnaires and interviews indicated that students believe their citation skills improved as a result of taking the module. In a similar vein, Du (2019b) included note-taking instruction in her intervention so that students would learn to differentiate between source information and their own ideas. Students in her study improved their ability to recognize instances of plagiarism and included more references and plagiarized less in their own papers post-instruction. In all of these studies, there is a focus on the reading stage of the source integration process. However, instruction did not place a particular emphasis on *accurate* source representation. The only exception to this is Du's (2019a) study, which focused on several aspects of source-based writing that go beyond citation and paraphrasing, such as using source information effectively to support one's arguments. Part of her instruction sensitized students to the importance of not misrepresenting the source. However, she did not teach students strategies on how to achieve that. In other words, an emphasis is placed on accurate source representation, but instruction does not address the challenge of how students can achieve that.

Although Du (2019a) is the only study to our knowledge that emphasized the importance of accurate source representation as part of the instruction on source use, a small number of studies included a focus on accurate source representation in the process of data analysis. In these studies, researchers not only analyzed whether or not participants cited and paraphrased source information appropriately but also examined to what extent students' representation of the source information in their own writing corresponded to that of the authors of the source text.

This type of analysis adds an important dimension in determining the effectiveness of pedagogical interventions targeting students' source use skills. Some studies found that students represented source information more accurately following the intervention (Du, 2019a; Wette, 2010). This, however, was not the case in Storch's (2012) study, where students paraphrased more by relying less on language from the source but then encountered difficulty in representing the information in the source accurately. Although we acknowledge the importance of including accuracy of source representation as an important criterion in determining the effectiveness of interventions designed to improve students' source use skills, we would argue that it is equally important to include this aspect as part of the intervention itself, as Du (2019a) has done. In addition, instruction should not only emphasize the importance of accurate representation but also teach students strategies for achieving that.

In brief, previous research shows that pedagogical interventions can have a significant impact on students' ability to use sources appropriately by improving their level of awareness and citation skills and thereby reducing the instances of patchwriting in their writing. Some of the research discussed above provides evidence that even basic instruction on what plagiarism is and how to recognize it can have a significant effect. Research in L2 or EFL settings, however, seems to indicate that a more focused intervention targeting the practical skills of paraphrasing and summarizing may be necessary to help these writers avoid patchwriting. Furthermore, none of the previous studies focuses on developing students' ability to represent the source information accurately in their texts, a key skill according to Pecorari (2013). The current study aims to address this gap. The data reported in this article stem from Phase 2 of a larger research project designed to examine whether a targeted pedagogical intervention would help students develop appropriate skills for the integration of information from other sources into their own

writing. Phase 1 of the project focused on identifying the challenges students in an English for academic purposes (EAP) program (see the *Methods* section for more details about the program) face in order to develop materials designed to address these particular challenges (Neumann et al., 2019). The data from Phase 1 revealed that students faced the following difficulties when integrating information from outside sources into their own texts:

- Understanding and selecting ideas from source texts
- Using source information to support their own ideas
- Representing source information accurately
- Integrating source information without patchwriting

For Phase 2 of the project, we developed new pedagogical materials for the EAP program to address these challenges. In particular, we wanted to know whether reading comprehension and vocabulary support lead to more appropriate source use in students' writing in terms of (1) appropriate paraphrasing, (2) accurate representation of source information, and (3) source citation.

Methods

Research context and participants

The study took place in the second of two six-credit courses that meet twice a week for 2.75 hours over thirteen weeks in an EAP program at a Canadian university. The course focuses on the development of students' academic reading, writing, and language skills. The coursepack compiled for this course by the EAP program contains materials from a variety of sources organized into five units. Each unit starts with theme-based academic readings and academic vocabulary study followed by a review of selected grammar topics and leads to unit-final writing tasks. The units' core theme-based academic texts are accompanied by exercises with a focus on

academic vocabulary development and stem from published ESL materials (e.g., Schmitt & Schmitt, 2005; Williams, 2012). These texts were chosen both for their content and the focus on academic vocabulary development. Each unit also contains supplemental, authentic texts from newspapers and news magazines, which were selected because they offer different points of view or type of information that could be useful for students when they write source-based academic essays on these topics. These authentic texts were only adapted in terms of text length.

In terms of writing skills, students work on paraphrasing, summarizing, and producing source-based essays. In addition, students are taught source citation skills based on the APA Publication Manual (American Psychological Association, 2010). In addition to regular class assignments, students write a summary as part of the midterm 1 exam, a cause/effect essay for the midterm 2 exam, and an argumentative essay for the final exam. According to the EAP program's assessment procedures for the midterm 2 and final exams, students are given a reading list with six to seven sources two weeks prior to the scheduled exam date; students have to draw on these sources, and only these sources, in their essays on the exam. Instructors are encouraged to discuss these readings with their students and help students prepare notes following the EAP note-taking sheet template (see the Appendix A). To help students prepare, instructors typically review the guidelines for preparing the sheets (e.g., emphasizing that students should avoid copying verbatim from the source readings and that they should write in note-form rather than write sentences or paragraphs). In addition, there is a sample note-taking sheet in the coursepack that students can refer to, filled in with notes on a source reading from the same coursepack. Information from these sample notes also appears in a sample essay in the coursepack, providing students with an example of how information might flow from source to notes to essay. Instructors may or may not take class time to go over the sample note sheet, comparing the notes

to the original source text and discussing why certain information might have been included in the notes, how the note-taker rendered the information linguistically, and how these notes were used to incorporate source information into the sample essay. Students are allowed to use one note-taking sheet following the EAP program template per source on the reading list during the exam along with an English-only paper dictionary.

Students in the EAP course have already met the university proficiency requirement by providing a TOEFL iBT score between 75 and 89 or equivalent. Following admission, students take an in-house placement test, and based on their performance, students are either exempted or required to take the EAP course as part of their academic degree requirements. Sixty students (30 female; 30 male) between the ages of 17 and 41 ($M = 20.7$; $SD = 4.25$) in four intact classes (three experimental and one control group) and their three instructors² (one instructor taught two classes) participated in the study. Students who participated in the study had a variety of L1 backgrounds with the following as the most common: Chinese (58%), Arabic (10%), French (10%), Spanish (5%), and Vietnamese (5%). Since the EAP program takes in students from all faculties of the university in mixed-program courses, students were enrolled in different degree programs: engineering and computer science (37%), business (27%), social science (15%), science (13%), fine arts (5%), and humanities (2%); 2% declared no major. Mean length of residence in Canada for these students was 1.3 years ($SD = 1.3$). All three instructors had graduate degrees in teaching English as second language (ESL) or a related discipline and were very experienced in teaching the course in which the study took place.

² None of these instructors was a member of the research team for this study.

Procedures

Prior to the beginning of the semester, the researchers worked with the EAP program to develop the pedagogical materials with two goals in mind: (1) address the challenges identified in Phase 1 of the project and (2) ensure a good fit with the pedagogical materials and schedule of the EAP course for which the materials were designed. Through this collaborative process, two course readings were identified for this intervention because they (1) would form part of students' reading list for the final exam of the following semester and (2) were considered as challenging for the students to work with when integrating information into their own essays by the course instructors. For both texts, a two-part pedagogical intervention was developed that engaged students in text comprehension and vocabulary development and targeted the specific difficulties of each of these two texts. Specifically, the interventions were designed to help students present sources accurately in their own writing and reduce the level of patchwriting present in students' texts. In part 1, the materials scaffolded students' comprehension of the information in the texts by helping them identify the main ideas, important details, and the author's take-home message. In part 2, students were guided to develop the linguistic resources necessary to integrate the information from the source into their own essays without patchwriting. Appendix B contains Part 1 and 2 for the first text targeted in the intervention. The objective was for students to be better able to complete the note-taking templates (see Appendix A) and therefore be in a better position to use information from sources appropriately during the source-based final essay exam when students can only access their notes, but not the source texts.

In Week 1 of the semester, a research assistant visited all four classes of the EAP course and invited students to participate in the study. Although all students who took the course had to

participate in all pedagogical activities, including those associated with this study, only data for those students who agreed to participate were collected for purposes of this research project. Due to constraints in course delivery, it was not possible to administer a pre-test assessing source use skills. However, instructors administered a summary diagnostic writing task. Since language skills are known to relate to source use skills, this summary text was used as a measure of students' baseline language abilities. For test security reasons, the task cannot be shared, but it consisted of a short academic article of 538 words on the topic of happiness. Students were instructed to write a 100-word summary of the text. In week 6 of the semester, the first intervention took place (see Appendix B) during part of one three-hour class. The instructor for Experimental Groups 1 and 2 spent around 65 minutes on the intervention, whereas the instructor for Group 3 spent around 90 minutes on the activities. Based on classroom observations of the intervention, the instructors followed the same procedure for both interventions, with the instructor for Group 3 spending a little longer on the vocabulary portion of the intervention. In terms of group dynamics, Experimental Group 3 was more collaborative and more active during group work despite the efforts of the other experimental instructor to encourage group work in her classes. During that same week, trained research assistants conducted interviews with the students to get their perspective on the pedagogical materials' usefulness. The same procedure was repeated in week 10 for the second intervention, which followed the same format of intervention 1 but focused on a different text. The instructors spent similar amounts of time on the intervention. Again, student interviews were conducted following the intervention.

The control group followed the regular EAP curriculum. According to the control group instructor, work with the texts on the final exam reading list generally involves assigning students to read all the sources listed on the reading list during the semester even before students

know that the texts will be used on the final exam. In class, students are asked to answer comprehension questions or discuss the content of the readings in small groups. This instructor also models how to extract potentially relevant information and complete the EAP program note-taking template with one of the course readings early in the semester; this text may or may not be used on any of the exams.

The three experimental groups and the control group took the regularly scheduled final exam along with all other groups of the course after the end of the semester during the university's official examination period. During the three-hour exam, students are allowed to use one note sheet for each of the sources on the final exam reading list and an English-only paper dictionary. For exam security reasons, the exam topics cannot be shared. Figure 1 illustrates the timeline for the study to summarize the procedures.

[Insert Figure 1 about here]

Data collection and analysis

The handwritten summaries of the 60 participating students were typed and verified by research assistants. Minor spelling errors were corrected during the typing process. The summaries were then rated by two raters for grammar and vocabulary using a modified EAP program rating scale with a score ranging from one to four for each criterion, and a combined language use score out of eight was calculated. Interrater reliability was computed, and the mixed-model intraclass correlation coefficient was .68. Mean scores between the two raters were used for further analysis.

Thirty-one student interviews were conducted in total, 21 following the first intervention and 10 following the second intervention. Seven students were interviewed following both interventions. The interviews were conducted by trained research assistants and transcribed for

analysis. We conducted a thematic analysis using an inductive approach to coding (Polio & Friedman, 2016; Terry, Hayfield, Clarke, & Braun, 2017), which means researchers have no pre-existing codes that are applied to the data but they emerge and are refined through a recurrent analysis of interview data from all participants. After completion of the analysis, we chose peer-debriefing (Lincoln & Guba, 1985) to validate the analysis. Peer debriefing involves the verification of the analysis through a researcher who is familiar with the project and the area of study but did not conduct the original analysis of the data. In this study, a graduate student researcher with extensive experience in second language writing and substantial experience in qualitative data analysis and inductive coding in particular carried out the interview data analysis and debriefed with the first author.

The 60 argumentative essay final exams were typed and verified by research assistants, and source use in those essays was subsequently scored by two trained raters using a four-point scale on the following four sub-criteria: (1) level of paraphrasing versus copying, (2) the accuracy of how source information is represented, (3) the presence/absence of source citations, and (4) use of APA (see the rating scale in Appendix C). The rating process involved first identifying all instances of source use and then evaluating these instances in relation to the four criteria. All criteria were assessed on the level of the essay, so any quantifying terms (e.g., *mostly* or *rarely*) identify the extent to which a criterion applies to all instances of sources use in the essay. In Table 1, we present examples to illustrate certain aspects of the *paraphrasing* and *accurate source use* criteria. The two paraphrasing examples contrast *brief copying* versus *sentence-length verbatim copying with changes*. In the first example, the student draws extensively on the source (Solomon, Bamossy, & Askegaard, 2002), but only a short phrase (*build a long-term relationship with customers*) is too close in language to the original. This phrase is not copied

verbatim but with minor changes. In the second example, the student's entire sentence (except for the connector *in fact*) draws heavily on language from the source (Armstrong, Kotler, Trifts, & Buchwitz, 2012) and is therefore identified as *sentence-length verbatim copying with changes*. The changes are only minor, such as different word endings or word order. In the first accuracy of source use example, the student correctly captures Armstrong et al.'s (2012) idea that marketers take advantage of older individuals' preference to pay for services instead of doing something themselves. In the second example, the student attributes an idea (the fact new employers need to be hired to provide services) to by Armstrong et al. (2012) that is not mentioned in the original and therefore *represents source information inaccurately*.

[Insert Table 1 about here]

The subscores for all four criteria were combined to compute overall scores out of sixteen, and the interrater reliability was calculated; the resulting mixed-model intraclass correlation coefficients ranged from .696 for accuracy of source information to .9 for APA use. Mean scores between the two raters were used for statistical analysis.

Based on the results from this planned analysis, we decided to conduct an additional post-hoc analysis to examine the variables that influenced the source use scores on the final exam for the control group and Experimental Group 3. For the final exams in the control group and the Experimental Group 3, we first analyzed each instance of source use and coded the following:

- Length of string containing source information by counting the number of words
- Use of the two sources targeted in the intervention
- Accuracy of source information representation using a three-point scale:
 - 2: Accurate reflection of source text
 - 1: Somewhat accurate reflection of source text

- 0: Misrepresents source text
 - *Appropriate* (appropriate paraphrase or quotation with citation) or *transgressive* (verbatim copying with or without source citation and patchwriting with or without the source) source language use.
- Appropriate paraphrasing* describes source use in students' essays where the language use of the original source has been modified in terms of vocabulary and sentence structure so that it does not resemble the original or contain copied chunks of text from the original source. A *quotation* and *verbatim copying* are identical in terms of language use to the source text. However, only the quotation is identified as such through the use of quotation marks.

In addition, we calculated the following for each essay:

- Total number of instances of source use (number of source use instances)
- Number of words coded as source use per total number of words in the essay (percentage of source use)
- Number of instances using information from sources targeted in the intervention per total number of source use instances (percentage of target source use)
- Number of *appropriate* source use instances per total number of source use instances (percentage of appropriate source use)
- Mean accuracy scores for representation of source information

Results

Prior to addressing the research question, the summaries were rated for language use. The combined mean scores by two raters on language use (grammar and vocabulary) were used in an ANOVA to examine if the three experimental and the control groups differed in terms of

language use scores. Since the classes were taught by different instructors, the groups were kept intact for the analysis of results. The analysis indicated that there was a statistically significant difference between the four groups in terms of language use: $F(3, 56) = 5.632, p = .002$. A post-hoc comparison using the Tukey HSD test revealed that language use scores in the Experimental Group 3 were lower than in all other groups, and this difference was statistically significant for Experimental Groups 1 and 2. Table 2 presents the mean language use scores and standard deviations on the summaries by group, with highest means for Experimental Groups 1 and 2 and the lowest for Experimental Group 3.

The students' argumentative essay final exams were scored on the following criteria related to source use: level of paraphrasing versus copying, accuracy of source information representation, citation of sources, and accuracy of APA use. Each criterion was scored on a four-point scale, leading to a combined maximum possible score of sixteen. Table 2 contains the mean scores and standard deviations for the overall and all four subscores by group, with the highest mean for the overall score in Experimental Group 3 and the lowest in Experimental Group 1. Since previous research revealed that students with lower language proficiency had trouble understanding source texts (Asención Delaney, 2008; Esmaeili, 2002; Plakans, 2009a; Sawaki et al., 2013), identifying main ideas (Plakans & Gebril, 2013), and integrating the information into their own texts (Cammish, 1997; Cumming et al., 2005; Currie, 1998; Gebril & Plakans, 2013; Johns & Mayes, 1990; Sutherland-Smith, 2005), we had to consider the differences in language use on the summaries evident in the ANOVA in our analysis of the final exam. For that reason, we conducted an ANCOVA with the source use score on the final exam as a dependent variable and the language use score as a covariate. The analysis revealed a statistically significant difference in students' source use by group when considering students'

language use scores: $F(3,55) = 4.405$, $p = .008$, partial $\eta^2 = .194$. The post-hoc pair-wise comparison using the Tukey HSD revealed that the source use scores on the final exam were significantly higher for Experimental Group 3 than for all the other three groups, including the control group, when considering the language use scores. In other words, Experimental Group 3 outperformed all groups, including the control group. Table 3 presents the mean differences for source use scores between the Experimental Group 3 and the other three groups, considering the covariate language score. Since the values in Table 3 take the language use scores into account, the mean differences are not identical to those in Table 2.

[Insert Table 2 and 3 about here]

Based on these findings, we conducted a post-hoc analysis to investigate why Experimental Group 3 scored highest on the final exam. We decided to explore further which variables influenced the source use scores on the final exam for these two groups and calculated Pearson's correlations coefficients between the sources use score and the following variables: number of source use instances per essay, percentage of source use per essay, mean accuracy score per essay, percentage of target source use per essay, and percentage of appropriate source use per essay. Table 4 presents the means and standard deviations for the source use scores and the other variables as well as the Pearson's correlations coefficients between the source use scores and the remaining variables. Only the medium (following Plonsky and Oswald's [2014] classification of correlation coefficients) r values for instances of source use (-.367) and the percentage of source use (-.439) were statistically significant.

[Insert Table 4 about here]

In addition to the analysis of students' final exam essays, we had interviewed 31 students from all three experimental groups to get their perspective on the pedagogical intervention, and

we analyzed these data through a thematic analysis with inductive coding. Overall, the students were quite positive about the pedagogical intervention in terms of its usefulness for their learning process although they focused in their comments on part 1 of the intervention, which targeted increasing text comprehension rather than part 2, which aimed to develop students' language repertoire in order to be able to paraphrase information from the source. Students found part 1 of the intervention helpful in understanding the text better. The following quotes from student participants illustrate the different aspects of understanding that the students referred to. Student 750 stated, "I think it can give me a clear picture of what the article is saying..." (post intervention 1). Similarly, Student 775 explained, "It takes a lot of time, ... but when I do it in class, it helps me a lot to understand the article better, and I understand the whole ... structure of the article better" (post intervention 1). Students also point to the link between their improved understanding of the text targeted in the interventions and their own writing. The following two quotes point to that link:

It helped me understand the article better. I had to read this reading a few times because of the new vocabulary and the complex ideas. I wanted to understand deeper the information. In my argumentative essay about poverty, I referenced this reading a lot, ... the most. (Student 827, post intervention 2)

I think it's helpful. Because when I write an essay, I have to find the main point of the article which prove[s] my point, and knowing if this paragraph is to define or describe, help[s] me to find my point correctly. (Student 758, post intervention 2)

Having worked through the source text in the intervention was clearly helpful to these students. Not only did it make them feel more comfortable relying on that text when writing their essay,

but they also could find better support for their own ideas since they had a clear understanding of the purpose of the different parts of the source text.

Of course, students were also critical of the interventions. Their criticisms focused on two areas of concern for students. The first related to time. Students felt it simply took too long to complete the two parts of the intervention. In addition, they found the tasks challenging and too difficult. A quote from one of the participants probably best summarizes the duality of students' reaction to the intervention. When asked whether the intervention would help them feel more confident writing an essay afterwards on the source text, Student 761 replied, "Yes. I think it will help. But [I won't] do that too much because it take[s] too much time."

Discussion

The research question for this study asked whether reading comprehension and vocabulary support lead to more appropriate source use in students' writing in terms of (1) appropriate paraphrasing, (2) an accurate representation of source information, and (3) source citation. This study examined the effectiveness of a two-part pedagogical intervention in which part 1 focused on the accurate understanding of the source text and part 2 aimed to develop students language skills to facilitate paraphrasing. The results from the ANCOVA indicated that the intervention had a positive effect on students' source use scores on the final exam. The source use score assessed students' performance on the following four criteria: whether students (1) copied or paraphrased the source information, (2) presented the source information accurately, (3) cited the source, and (4) used APA correctly (see Appendix C for the rating scale). Since students in the Experimental Group 3 appear to have used sources more appropriately than students in the control group when considering language use scores, the ANCOVA results provide evidence that the intervention was successful in helping students improve their performance in relation to the

four aspects of source use assessed in our rating scale. This finding is in line with previous research that examined the effect of a variety of interventions targeting students' paraphrasing and citation skills varying in length from short sessions (less than 30 minutes) to extensive modules spanning a whole semester (e.g., Fazilatfar et al., 2018; Hendricks & Quinn, 2000; Henslee et al., 2015; Landau et al., 2002; Wette, 2010). Our study differs from previous research, however, in that it also examined an important dimension included in the tasks types suggested by Pecorari (2013): a focus on the accurate representation of source information in students' texts. This constitutes an important contribution of our study. Indeed, the findings from our study suggest that focusing on accurate understanding of the source texts improves students' source integration skills, as evidenced through the higher source use scores on the final exam in the Experimental Group 3 when considering their lower language use scores at the beginning of the semester. This finding is in line with Du's (2019a) study, where students represented source information more accurately on a post-intervention writing task. It contrasts, however, with the Storch's (2012) findings since her participants' more source-independent language use also led to more inaccurate source representation. Both our current study and previous research (Du, 2019a; Storch, 2012; Wette, 2010) provide evidence that a focus on source comprehension and accurate representation of source material have an important role to play in teaching source-based academic writing.

A more detailed examination of the variables that influenced the source use score on the final exams of Experimental Group 3 through the correlation analysis pointed to two variables that significantly predicted that score: a smaller number of instances of source use and a lower overall percentage of source use. That a smaller number of source use instances and a lower percentage for source use are indicative of a higher source use score seemed surprising initially.

However, upon careful analysis of writing samples with low and high instances and percentage of source use in the text, the reason for this relationship became apparent: When the numbers were low, sources were used more judiciously to support the writers point rather than taking up the space where the writer's own ideas should be. As result, source use was more accurate and appropriately paraphrased. The excerpts from two student essays in Table 5 illustrate this point. Student 805 used a specific statistic from the source to illustrate the situation of extreme wealth and developed their point from there. The fact taken from the source accurately represents information the original source and is paraphrased appropriately. In contrast, Student 763 relies mainly on information from the two sources to support the argument that extreme wealth is dangerous. Only the topic and concluding sentences contain the student's own ideas, and the student has trouble managing the sources, the paraphrasing, and the accurate representation of source information: The sentence with information from Fuentes-Nieva and Galasso (2014) contains two portions that are copied with changes from the sources (*The worst effect of wealth concentration and the damage of democratic governance, separated social condition, and less equal chances*). The information labelled as coming from Bolaria and Wotherspoon (2000) does not originate from that source; the information in the last sentence stems from Fuentes-Nieva and Galasso (2014), but the source is not cited. This finding is similar to what Weigle and Parker (2012) found in their study, in which they examined source use behaviour in relation to test scores on an source-based writing assessment. Their results suggested a tendency for higher ability writers to borrow less language and to quote shorter extracts from the sources in their own writing than lower ability writers.

[Insert Table 5 about here]

A subset of student participants was interviewed following each of the two interventions to find out the students' perspective on the usefulness and effectiveness of the material. Overall, the response to the tasks was positive, and students did consider the activities useful for the development of their source integration skills. Since students are generally concerned about plagiarism, they appreciate workshops or classes designed to help them avoid it, especially ones on how to avoid patchwriting specifically. At the same time, in this study the issue of time came up. Although the intervention in this study was designed with particular target sources in mind, the tasks in part 1 that focused on improving students' understanding of the texts targeted transferrable reading skills, such as understanding the relationships between ideas as well as summarizing and synthesizing ideas, so that students could use them on other texts in the future. However, the interviews pointed out that while students considered part 1 of the intervention useful, they would be unlikely to engage in this activity on their own due to the time factor and challenge that these types of reading skills pose for students. Previous studies on pedagogical interventions generally did not include student interviews. This is likely because of the significant time required to collect, transcribe, and analyze such data. Some research, however, points to the potential of this data source in shedding light on students' perspective. Divan et al. (2015), for example, point out that interviews or focus groups could have provided additional information on their student participants' learning experiences. Similarly, Du (2019b) could not explore in further detail why the intervention in her study was effective for some students but not others due to the lack of interview data. To our knowledge, there is only one study on pedagogical interventions that included student interviews, and, like us, students in Prescott's (2016) study were positive about the intervention. Unlike in Prescott's study, however, our study discovered that the time required to engage in in-depth reading has an impact on the likelihood

whether students will engage in this type of reading in their own time, as Student 761's quote above indicated. This is another major contribution of our study, which would have been impossible to discover without considering the students' perspective through follow-up interviews.

As is the case with classroom-based research in general, the findings in this study are very much influenced by the characteristics of the context, in which the study was conducted. In other words, the findings may be due to factors inherent to this context, such as the teacher and student participants as well as the characteristics of the source-based writing task. At the same time, this is generally due for classroom-based research; furthermore, it is necessary to work within the confines of one pedagogical context in order to examine the effectiveness of pedagogical interventions in reducing instances of plagiarism following Pecorari's (2013) task types. One characteristic that stands out for the context of this study in contrast to others where source-based writing tasks were investigated is the fact that students do not have access to the original sources as they write but rely only on their notes taken on the EAP program note-taking sheet template. However, the presence of these note-taking sheets also offers the opportunity to investigate how the notes influence the students' writing process and written product, which we explored in a follow-up study (Neumann, Leu, McDonough, Gil, & Crawford, in press). Another issue that we had to deal with in this study is the fact that the Experimental Group 3 had lower language use scores than all the other groups. This affected our data analysis in that we had to consider the varying language use scores in our analysis of the final exam results to determine the effectiveness of our pedagogical materials.

The findings of this study have important implications for L2 writing pedagogy in source-based writing programs. Many of these programs, like the EAP program where the current study

took place, have an explicit focus on teaching paraphrasing and citation skills. However, as the findings from Phase 1 of this research project revealed, students still face significant challenges in integrating source information appropriately despite an explicit focus on and extensive practice of these skill. This is similar to Wette's (2010) and Storch's (2012) findings. The results of the current study, however, indicate that teaching paraphrasing and source citation, which forms part of the regular curriculum in the EAP program in this study, in combination with an explicit focus on developing an in-depth understanding of the source information and the language necessary to discuss it can reduce the level of inappropriate source use behaviour in students' texts. We would argue, therefore, that especially in EAP programs a link needs to be established between these strands that are all connected in helping students use source information appropriately: paraphrasing and citation skills, solid understanding of source information, and work on source-specific language to discuss the ideas.

In conclusion, this study provides evidence that pedagogical tasks focused on helping students develop a deeper and more accurate understanding of source texts while also working on the language repertoire needed to discuss these ideas without patchwriting help students to improve their source integration skills and to integrate information from sources more appropriately. In other words, these interventions led to writing that is characterized by more appropriate source use (good paraphrasing and source citation) and less transgressive source use (patchwriting and lack of source citations). Since this finding is tied to a particular EAP context, future research should examine whether this type of intervention brings the same benefits to students in other contexts.

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Timeline of 13-week semester

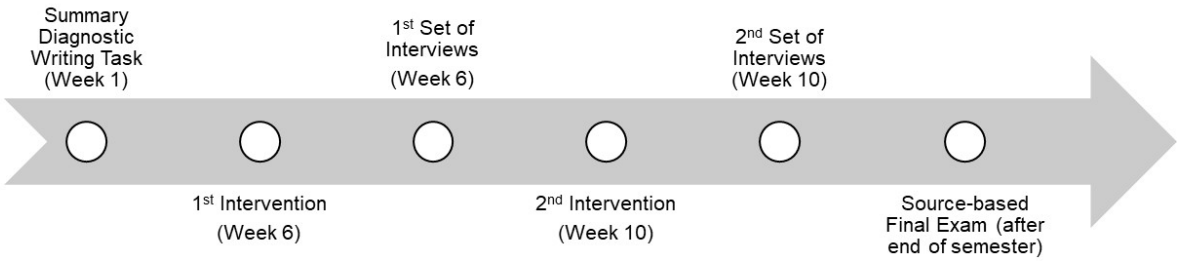


Figure 1. Timeline for 13-week semester of the study

Table 1: Examples to Illustrate Rating Scale Criteria for Paraphrasing and Accuracy of Source Use

Aspect of Descriptor	Example with Portion Illustrating Descriptor	Original Passage from Source with Information Excerpt Referred to in Example
	Underlined	Underlined
Paraphrased with brief verbatim copying with changes and/or with gaps	The primary goal of marketing via advertisements is to <u>build a long-term relationship with customers</u> (Solomon, Bamossy, & Askegaard, 2002). To obtain our attention and our money, they use the popular culture to be more efficient to target their audience. As a result, everything is influenced by a marketing system such as music idols, movies, and fashion clothes (Solomon, Bamossy, & Askegaard, 2002) [copied with changes portion in bold]	<u>The key characteristic of marketing strategies today is an emphasis on building relationships with customers.</u> The nature of these relationships can vary, and these bonds help us to understand some of the possible meanings products have for us. Here are some of the types of relationships a person may have with a product. [...] However, <u>many people fail to appreciate how much their view of the world-their film and music icons, the latest fashions in clothing, food, and interior design, and even the physical features that they find attractive in another person-is influenced by the marketing system. Product placement, whereby products and brands are used in popular movies or TV programs, or sponsorships of various events such as rock concerts or the Olympics, is an example of how companies command our attention.</u> (Solomon, Bamossy, & Askegaard, 2002)
	Paraphrased with sentence-length verbatim copying with changes	In fact, <u>consumer are sometimes leading to believe that they will get more value than they actually do.</u> (PID 606)

Paraphrasing

Accuracy of Source Information

Source information presented accurately	For example, <u>they [marketers] use the slogan “Do-it-for-me”, as mature people prefer it.</u> (Armstrong et al., 2012). (PID 619)	The growing segment of mature consumers creates an attractive market for convenient services. For example, Home Depot and Lowe’s <u>now target older consumers who are less enthusiastic about do-it-yourself chores that with “do-it-for-me” handyman services.</u> (Armstrong et al., 2012)
Source information is represented inaccurately	All these services [longer store hours, return privileges, larger stores, more convenience] <u>require the hiring of new personnel, that distributes goods and services to customers</u> (Armstrong et al., 2012). (PID 619)	They [resellers] argue that intermediaries do work that would otherwise have to be done by manufacturers or consumers. Markups reflect services that consumers themselves want – more convenience, larger stores (greater variety), more service, longer store hours, return privileges and others. (Armstrong et al., 2012)

Table 2. Means and Standard Deviations for Language Use Scores on the Pretest and Source Use Scores (including Subscores) on the Posttest by Group

Group	Pretest		Posttest									
	M	SD	Total Score		Paraphrasing		Accuracy		Citation		APA use	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Control	5.94	0.73	11.63	1.51	3.17	.72	3.42	.7	3.25	.75	2.21	1.36
Experimental 1	6.25	0.54	11.28	2.53	3.05	.84	3.43	.53	3.21	1.0	1.98	1.26
Experimental 2	6.25	0.91	12.1	1.59	2.94	.73	3.29	.44	3.62	.42	2.18	.97
Experimental 3	5.38	0.75	13.21	1.27	3.42	.61	3.5	.49	3.5	.49	2.73	1.07

Table 3. ANCOVA: Mean Differences on Source Use Scores between Experimental Group 3 and the Other Groups

Group		Mean Difference	Standard Error	Significance
Experimental 3	Control	1.85	.79	.023
	Experimental 1	2.34	.67	.001
	Experimental 2	1.52	.69	.032

Table 4. Means, Standard Deviations, and Correlation Coefficients between Source Use and Other Variables

Variable	Mean	Standard Deviation	<i>r</i>	<i>p</i>
Source Use Score	12.803	1.55	-	-
Instances of source use	5.34	2.802	-.367	.023
Percentage of source use	22.14	8.99	-.439	.006
Mean accuracy score	1.77	.27	-.082	.624
Percentage of target source use	25.84	23.595	.243	.141
Percentage of appropriate source language use	77.78	22.88	.287	.081

Table 5. Comparison of Paragraphs on Extreme Wealth with Low and High Percentage of Source Use

Paragraph with Low Percentage of Source Use	Paragraph with High Percentage of Source Use
<p>Extreme wealth is a danger to society because it gives too much power to very rich people. Money brings power with itself. The more money you have the more powerful you are. According to Fuentes-Nieva and Galasso (2014) <u>wealth of 85 richest people in the world is more than fifty percent of the world's population that have lowest income.</u> You could imagine how much power these 85 persons have. It means rich people with extreme wealth could influence lives of millions of people in a good or bad way by deciding to spend their money on different things. It is not only dangerous that some people are able to change the situation of many others, but also cruel and unfair. Rich people can also influence politics. It is usually a bad influence because they invest their money to help politicians who guarantee to an</p>	<p>In addition, extreme wealth is dangerous and should be alleviated because it will give the rich more political power. <u>The worst effect of wealth concentration is the higher political status of the richest people, which may result in the damage of democratic governance, separated social condition, and less equal chances</u> (Fuentes-Nieva & Galasso, 2014). What's more, <u>the policies of government will shift towards the rich's interests.</u> Therefore, <u>some social programs which can help the poor but spend the money of the rich are stopped</u> (Bolaria & Wotherspoon, 2000). Consequently, <u>the poor are poorer and the rich are richer,</u> which is really a terrible recycle and will cause a lot of social problems. (Student 763)</p>

on their side rather than making decisions that
help poor and decrease inequality. (Student
805)

Note: Information from sources is underlined