Title: L2 writers' use of outside sources and the related challenges

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Abstract

Researchers have called for the development of new pedagogical strategies to help students learn how to integrate source information into their own texts effectively (Casanave, 2017; Hu, 2015). Since these strategies are tied to particular pedagogical contexts, their development has to be preceded by a careful examination of the context where they will be implemented. To that end, the current study examined how students use sources in their own writing at an English-medium university in Canada and what challenges they face in doing so. Notes and essays written by English for Academic Purposes (EAP) students ($N = 73$) were analyzed in terms of how they used source text information. A subset of the students and five experienced instructors were interviewed to gain insight into students' challenges with the source-based writing tasks required in the EAP program. The findings indicate that students face difficulty with both the reading and writing phases of source-based writing, which has implications for the development of pedagogical strategies to address these difficulties.

Introduction

Integrating information from sources into one's own text is a key requirement for many university writing tasks (Cumming, 2013). This presents a particular challenge for international students, who tend to be overrepresented among the group of students accused of having committed plagiarism (Bi, 2013). While some students knowingly break the rules, others unintentionally commit plagiarism. Previous research has explored second language (L2) writers' choices when integrating source information into their academic texts (Harwood & Petrić, 2012; Hirvela & Du, 2013). It has also investigated some of the reasons why students commit plagiarism without intending to do so, which include differing cultural perceptions regarding the nature of authorship, text ownership, and plagiarism (Basham, Ray, & Whalley, 1993; Hu & Lei, 2012; Kirkland & Saunders, 1991; Pennycook, 1994) and conflicting views among university professors as to what constitutes plagiarism (Pecorari & Shaw, 2012; Roig, 2001). Universities and institutions have addressed this situation by providing information and tools designed to help students understand and avoid plagiarism. Nevertheless, L2 writers still encounter difficulties when integrating source information into their essays, in part due to overreliance on language in the sources. To address this issue, the current study examines in detail how L2 writers use source information and what challenges they encounter, with the ultimate goal of developing pedagogical materials that address these challenges.

The Process of Integrating Source Information

Using information from sources is a necessary skill for integrated writing tasks (IWT), in which writers have to respond to a writing topic by drawing on information from provided sources. These tasks require L2 writers to select ideas from the source(s), synthesize and transform the ideas using their own words, and organize and connect these ideas in their own text

(Knoch & Sitajalabhorn, 2013). To complete an IWT, L2 writers have to read and understand the sources, choose a stance on the topic, select and organize their ideas, and integrate content from the sources without plagiarizing (Plakans, 2008, 2009b). When working on IWTs, L2 writers draw mainly on reading strategies, such as skimming and scanning sources, rather than source integration strategies to avoid textual borrowing and plagiarism (Plakans, 2009b). When L2 writers produce their own text for an IWT, they constantly draw on the sources not only for ideas and evidence to support their opinion but also for language to be used in their own writing (Plakans & Gebril, 2012), especially in terms of vocabulary (Gebril & Plakans, 2016), which results in unintentional plagiarism. During the writing process, L2 writers also have to make decisions about the purpose that source information serves in their texts. As Wette's (2017) study shows, purposes range from simply attributing the origin of an idea or a piece of information to an outside source to referring the reader to more details about a certain aspect of the topic and using the outside source to validate the writer's own argument.

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Definitions of Terminology

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Instances of plagiarism can be divided into those cases where there was a clear intent to deceive (e.g., the submission of someone else's complete paper as one's own) and those where there was no evidence to suggest that students purposefully plagiarized. We would label the former as clear instances of *intentional plagiarism* that fall outside the focus of this paper. This paper focuses on the latter: instances in which students simply lack the skill to paraphrase, integrate, and acknowledge source information properly.[1] In IWTs, L2 writers have to draw on source texts with which the rater or teacher is familiar. In other words, L2 writers can expect any

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[1] As an anonymous reviewer pointed out, separating instances of plagiarism into intentional and unintentional cases is not without controversy; this can be seen in teacher views reported on in Sutherland-Smith (2005) and Pecorari (2018). However, we believe that this distinction is useful and appropriate from a pedagogical perspective.

attempt at inappropriate source use to be identified, yet plagiarism still occurs due to a number of challenges that students encounter in the process. Several terms have been used to describe this inappropriate citation behaviour, including *apparent plagiarism* (Currie, 1998), *textual plagiarism* (Pecorari, 2003), and *transgressive intertextuality* (Borg, 2009). Following Borg, we adopt the term *transgressive intertextuality* to refer to any instance of source use that does not conform to the expectations of the relevant academic community. This shifts the focus from the writer's intentions, which may be impossible to discern in any event, to how the source use is perceived by academic readers. Transgressive intertextuality includes source use that might traditionally have been classified as plagiarism and academic misconduct, such as verbatim copying or failing to provide a citation when necessary. It also includes *patchwriting*, 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). We use this definition of patchwriting in order to highlight the issue of language use in referring to source information and the challenge it presents to L2 students who are learning to paraphrase effectively. By using the terms *patchwriting* and *transgressive intertextuality* instead of *plagiarism* (*intentional* or *unintentional*), we attempt to describe students' sources use behaviour and difficulties without suggesting that students intended to deceive.

Reasons for Patchwriting

L2 writers may engage in patchwriting if they feel overwhelmed by the writing task and have difficulty comprehending the sources (Asención Delaney, 2008; Esmaeili, 2002; Plakans, 2009a; Sawaki, Quinlan, & Lee, 2013). Writers with low language proficiency have trouble identifying important ideas and concepts in a source (Gebril & Plakans, 2013) and integrating source information into their own writing (Cammish, 1997; Cumming et al., 2005; Currie, 1998;

Gebril & Plakans, 2013; Johns & Mayes, 1990; Sutherland-Smith, 2005). L2 writers may also lack good note-taking skills and strategies (Pecorari, 2013; Plakans, 2009b). As a result, these L2 writers draw on patchwriting to capture the source ideas (Cumming, Lai, & Cho, 2016; Currie, 1998; Gebril & Plakans, 2009; Li & Casanave, 2012; Plakans & Gebril, 2012, 2013; Wolfersberger, 2013). Language skills and reading comprehension, however, are not the only reasons why L2 writers patchwrite. Shi (2004) also found that tasks that require students to summarize source information tend to exhibit more patchwriting than tasks that require less reference to specific sources. Other studies have shown that patchwriting occurs frequently when students are required to summarize source information (Johns & Mayes, 1990; Keck, 2006, 2014).

Researchers have also identified patchwriting as a common developmental stage for both L1 and L2 writers at all levels of the university system. Wette (2017) describes it as a strategy for novice writers "to access language patterns and vocabulary items in sources for citing purposes when accurate reformulations are beyond their current capabilities" (p. 48). Howard (1992, 1995) observed that undergraduate students used patchwriting when they were assimilating course content. In another study, Howard and colleagues found that most papers analyzed as part of the research contained instances of patchwriting as well as issues with missing or wrong source citations (Howard, Serviss, & Rodrigue, 2010). Similarly, Cumming et al.'s (2016) research synthesis revealed an overreliance on copying sources and over-citing when university students were in the early stages of their academic writing development. Furthermore, researchers found that even advanced L2 graduate students rely too much on patchwriting, and thereby risk running violating institutional policies (Davis, 2013; Flowerdew & Li, 2007; Pecorari, 2003, 2006, 2010). Although traditional definitions of plagiarism would consider this

type of patchwriting a violation of academic integrity, patchwriting is an important stage in students' academic writing development, especially for L2 writers.

Based on this prevalence of patchwriting found in many studies, Pecorari (2015) suggests that researchers should devise pedagogical tools that help students move beyond patchwriting rather than documenting its occurrence (see also Casanave, 2017). Similarly, Hu (2015) argues that researchers need to identify context-specific strategies that help students move beyond various forms of patchwriting so that they can use sources more appropriately. As an important first step to developing effective pedagogical approaches, researchers need to obtain a more nuanced understanding of patchwriting in specific L2 writing contexts, which includes stakeholder perceptions and an analysis of the role students' notes play, both of which have not been examined in previous research. Although researchers have conducted interviews with university instructors and students to understand their perceptions about plagiarism (e.g., Abasi & Graves, 2008; Davis & Morley, 2015; Harwood & Petrić, 2012; Hirvela & Du, 2013; Li & Casanave, 2012; Pecorari & Shaw, 2012; Shi, 2012; Thompson, Morton, & Storch, 2013), these interviews have not focused on understanding the students' challenges in avoiding plagiarism when integrating source information. Therefore, as part of a larger research project with the goal of creating and validating new pedagogical strategies, this exploratory study takes the crucial first step of examining the source-based texts written by EAP students in our instructional setting. The research questions were as follows:

1. How do L2 writers use sources in IWTs?

2. What challenges do L2 writers face when carrying out IWTs?

Method

Research Context

The study took place in an EAP program at a large, English-medium, comprehensive university in Canada that offers two L2 writing courses. Whereas the first course (Course 1) targets basic academic writing skills with a strong language focus, the second course (Course 2) focuses on source-based writing. Students have to take these EAP courses if English proficiency test scores fall below a certain score (see Table 1) or students completed the university's intensive English program. Students are placed in Course 1 or 2 or are exempted based on their performance on an in-house placement test. Each course provides between 58 and 71 hours of instruction during a thirteen-week semester. Students take these EAP courses at the same time as they begin their undergraduate degree programs. The current study was situated in Course 2, where students are introduced to source-based writing and complete several IWTs throughout the semester.

[Insert Table 1 here]

Participants

Of the approximately 180 students registered in all classes of Course 2, 73 students (32 female, 40 male, and 1 no answer), ranging in age between 17 and 44 ($M = 22.8$, $SD = 5.97$), agreed to participate in this study and remained in the course for the duration of the semester. They came from diverse L1 backgrounds with the following languages most commonly represented: Chinese (32%), French (25%), Arabic (16%), Farsi (12%), and Spanish (7%). Since the EAP program serves all faculties in the universities, these students were enrolled in a wide range of degree programs: business (29%), engineering and computer science (24%), fine arts (13%), social sciences (12%), sciences (9%), and humanities (3%); 3% of students did not declare a major. In addition, five experienced instructors of Course 2 agreed to be interviewed for this study. The instructors (three men, two women) all had advanced degrees in fields such as TESL,

Applied Linguistics, and English. They had taught the course in the past multiple times, and two

of the instructors had participated in the creation of course materials (Steve[2] and Veronica),

while another was involved in course coordination (Shannon). The other two instructors, Ted and

George, were not involved in course development or administration, but had taught in the EAP

program for many years. The instructors agreed to be interviewed by the third researcher, who

had no supervisory or administrative role in the EAP program.

Procedure

During week 3 of the semester, research assistants visited the EAP classes to recruit

student participants. The consent process recruited participation for two research activities,

which were (a) allowing the researchers to analyze two essay exams and (b) being interviewed

outside class time. The students wrote the two, three-hour exams as part of the course

requirements following the EAP program test procedures, which required students to integrate

information from given outside sources and acknowledge the use of these sources through in-text

citations and a reference list of sources cited. Although both exams required the integration of

source information, they targeted different genres with the midterm exam eliciting a cause/effect

essay whereas the final exam focused on an argumentative essay. Two weeks prior to each exam,

the students were given a reading list with six sources from the course materials. Teachers were

allowed and encouraged to discuss these sources in class and to help students take source notes

to be used during the exam using a note-taking template. The template provides text fields where

student can record the source citation, key terms or new lexical items, and important quotations.

It also instructs students to take notes on the main idea by stating "the main idea of the text ***in***

[their] own words" (emphasis in the original) and on key supporting details by writing "phrases

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[2] Names are pseudonyms.

in [their] own words to convey important points" (see Appendix A). Students were allowed to complete one note sheet per source and could use their notes and an English-only paper dictionary during the exams. On exam day, students were given two writing prompts related to the sources and chose which one to write about. At the end of the semester, the researchers obtained the note sheets and exams from students who had agreed to participate in the study.

From the pool of students who had indicated willingness to be interviewed on their consent forms, 35 students were randomly selected for interviews held at three key points in the semester: after an in-class, graded source-based writing assignment, after the cause/effect exam, and after the argumentative exam. With the exception of one student who was interviewed twice, each student participated in only one interview. Given the focus of the student interviews, it was important to reduce the power imbalance and encourage a peer-to-peer atmosphere. For that reason, trained research assistants conducted the student interviews following a semi-structured interview protocol with follow-up questions as necessary (see Appendix B). Each interview lasted between 20 and 30 minutes. The instructor interviews ($N = 5$) also focused on students' challenges in integrating source information in their essays and the instructors' strategies in addressing those challenges. The third researcher interviewed the EAP instructors using a semi-structured interview protocol, with additional follow-up questions as necessary (See Appendix C). The instructor interviews lasted approximately 60 minutes. All interviews were audio-recorded and subsequently transcribed for analysis.

Data Analysis

Corpus construction

The note sheets and essays from students who had agreed to participate were typed and verified by research assistants. The student's original formatting was maintained with the

exception of not including words or phrases that had been crossed out, and minor spelling errors were corrected. The corpus included 73 cause/effect essays and 55 argumentative essays. There were fewer argumentative essays because some students withdrew from the course before the final exam. The total corpus size was 69,754 words, with a mean essay length of 545 words (*SD* = 104.24)

Essay Analysis

The researchers worked with a team of research assistants to develop and refine the coding schemes for the following aspects of source use in the essays: (1) language used to integrate source information, (2) function of the source information, (3) accuracy of source information, and (4) use of the American Psychological Association citation style (APA, 2010) for in-text citations to cite source information. The reference list of sources cited was excluded from the analysis because the instructions for the exam provided a complete reference list of all sources on the exam reading list in APA format; students simply had to copy the references for the sources they used.

Language Use: To analyze the language that students used to integrate source information in the essays, we adapted Gebril and Plakans' (2013) coding scheme, which included the following categories: indirect source use (paraphrasing and summaries), verbatim source use (defined as strings of three words of more copied directly from the source without a citation), and direct source use (quotations indicated as such in the text with a citation of the source information). Indirect source use and verbatim source use were distinguished by comparing the students' language use to refer to the source information to that of the original authors of the source text and determine if students had paraphrased or copied the language from the source. After applying their coding scheme to the students' essays, additional sub-categories

emerged in our data: direct quotations with quotation marks but without citation, verbatim source use with citation, and indirect source use with or without citation. We also identified cases of implicit citation where the students cited the source in one sentence and continued to discuss information from that source in the following sentence. In some cases, reference to source information was so general that we considered citation as unnecessary. Table 2 contains the complete list of coding categories with examples.

[Insert Table 2 here]

Source Use Function: We also analyzed the function source information served in the essays. The coding scheme was developed based on an initial analysis of the corpus. First, it was determined whether the source information was relevant to the essay. If the idea was relevant, the following functions were identified in our corpus:

- **Introduction of an idea**: The students drew on the source information to introduce an idea.

- **Repetition of an idea**: Students repeated ideas previously mentioned by citing source information.

- **Definition**: Source information provided a definition for concepts used in the essay.

- **Example**: The source information provided an example to illustrate a point.

- **Elaboration**: Source information expanded on a previously mentioned idea.

Accuracy of Source Use: The functional analysis of source information revealed that source information was not always presented accurately. For that reason, we developed the following two-point scale to assess this aspect of source use in our corpus:

- **2**: Accurate reflection of the source text

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- **1**: Somewhat accurate reflection of the source text

- **0**: Misrepresents source text

Use of APA: Because APA style was taught to cite source information, we also analyzed the accuracy of APA in the essays. Each instance of APA use was scored on a two-point scale:

- **2**: 100% accurate use of APA, including punctuation

- **1**: Nearly accurate; only minor errors in punctuation (e.g., a missing comma), confusion between using the symbol *&* and the coordinator *and*, or spelling errors in authors' names

- **0**: Major error, such as missing the date of publication, including the wrong author name, or leaving out the names of co-authors.

Analysis of Source Notes

For the analysis of source notes, the essay coding scheme was the starting point. However, we quickly noticed much copying from the source information that did not fall into the essay coding categories because many students copied information directly from the source texts without using verbatim strings of three words or longer. For that reason, we developed a new coding scheme illustrated in Table 3 with examples to analyze the source notes.

[Insert Table 3 here]

Following the analysis of the source notes, the coding of the source information in the essays was re-examined to determine (1) what information from the notes was used in the essays and (2) whether information from the notes was copied directly into the essays or whether students transformed the information from their notes using their own words as they integrated it into their essays.

All essays and source notes were analyzed by two trained research assistants who helped in refining the coding scheme. Each research assistant was responsible for coding about 50% of the essays and source notes. To calculate inter-coder reliability, each research assistant coded about 15% of the other research assistant's essays and source notes in addition to their own. The inter-coder reliability coefficients ranged from .631 for indirect source use with implicit citation to 1.0 for direct quotations with citation, with most coefficients above .731. Coefficients were only calculated for those categories present in the portion of the data that was coded by both research assistants. As will be presented in the results section, there were only few instances for some of the coding categories.

Interview Analysis

The student and instructor interviews were analysed using thematic analysis with an inductive approach to coding (Polio & Friedman, 2016; Terry, Hayfield, Clarke, & Braun, 2017). This involves the reading and re-reading of the data without pre-conceived codes or ideas of what issues might emerge since the thematic codes are developed based on a careful analysis of the data. These codes are reviewed, refined, and defined through the constant comparison method, which requires the application of codes and coding categories to new data. In our study, a trained research assistant conducted the data analysis and generated the report; both the analysis and the report were verified by the first researcher.

Results

In this section, we will first present the results from the analysis of the essays and the source notes, followed by the results from the students and instructor interviews.

Source Use in the Essays

The entire 69,754-word corpus contained 26,985 words with source use with a mean of 211 words with source use (*SD* = 69.7) per essay. Words with source use include phrases or sentences that were coded as indirect, verbatim, or direct source use but excluded in-text source citations (i.e., Author, year) and introductory phrases (e.g., *according to X* or *Y claims that*). In our analysis, we first examined how L2 writers integrated source information into their essays. The L2 writers used all of the eight coding categories for source use employed in this study, albeit to varying degrees. Figure 1 illustrates the findings. As is evident from Figure 1, the three most common categories of source use were indirect source use with citation (43%), indirect source use without citation (21%) and indirect source use with implicit citation (17%). The eight categories can be classified into two groups: non-transgressive intertextuality (direct quotation, indirect source use with [implicit] citation), and indirect source use [no citation necessary]) and transgressive intertextuality (direct quotation and indirect source use without citation and verbatim source use with or without citation). Transgressive intertextuality in dark-grey shading makes up 30% of all the source use instances found in the essays in this study, and 70% of the intertextuality was non-transgressive (see light-grey shading). Figure 2 shows the functions of source use integration in the essays in this study. As the figure illustrates, source information has a variety of functions, but by far the two most frequently found in the data were to introduce an idea or to elaborate on a previously mentioned idea.

[Insert Figures 1 and 2 here]

An examination of the accuracy of the source information that L2 writers in this study included in their essays revealed that most instances of source integration showed at least some minor inaccuracies as evidenced in the mean accuracy score of 1.5/2 (*SD* = 0.29). Such inaccuracies were in part due to the fact that the intended meaning of the source was exaggerated

or the author's point was taken further than originally intended. For example, if the source text indicated that advertising might lower the self-esteem of young girls, writers might claim that the advertising is connected to a higher rate of suicide in young girls even though the source text did not make that point.

We also examined the accuracy of students' APA use to cite the source of the information. Only those instances where a citation accompanied source information formed part of the analysis. Of all the instances where source information was included in this study, 27% did not have a citation, and 21% of the non-transgressive instances of inclusion of source information did not contain a citation either (i.e., indirect citation with implicit citation or no citation necessary), which leaves only 52% of source use instances for this analysis. The mean score of 1.1/2 for APA use ($SD = 0.69$) shows that most students in this study faced some challenges with the use of APA if they included a citation at all. The most common major errors that resulted in a score of 0/2 were either missing co-authors' names with only the first author's name included in the citation or the citation of the wrong source. As we will see, the students' use of the source notes and their note-taking strategies may be partly to blame for the latter issue.

Finally, we examined how students used the source notes from the reading lists for the exams as tool. First, we examined how students recorded the source information in their source notes. The results of this analysis are displayed in Figure 3. As the figure shows, 62% of the source information was copied either directly or with changes or gaps from the source texts onto the note-taking sheet; less than a third of the source information was transformed. Surprisingly, 17% of the information in the source notes did not belong to the source. This information could come from another source, also included on the reading list for the exam, or be from an entirely different source not included in the course materials. Since students are limited to one note sheet

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per source text, some students may have recorded information from a longer source onto the note sheet of a shorter source where they had fewer notes. Students may have also searched on the internet for information related to topics in the text included on the reading list to feel better prepared to write an essay during the exam.

[Insert Figure 3 here]

Once the analysis of the source notes was completed, we compared the source notes to the language and source information included on the essays. This comparison revealed that in 57% of instances where source information from the notes was included in the essay, the information was directly copied from the notes into the essay. In only 43% of the instances did the student transform language in the notes when integrating it into the essay.

Results from the Student and Teacher Interviews

From the analysis of the student and teacher interviews a number of themes emerged, and since similar themes emerged in both sets of data, we report on them jointly. Because we want to focus on the student perspective in particular, findings from their interviews related to each theme are presented first, followed by the instructors' perspective as applicable.

During the interviews, the students were asked what they found easy and difficult. Not surprisingly, the students brought up more issues related to difficulties; however, there were some aspects that seemed easy. Many students commented that using sources made it easier to develop an opinion on the topic. This was especially true if the topic focused on an issue that they were not familiar with, such as genetically modified food. The quotes from some of the students who were interviewed illustrate this:

When you read the texts, you kind of have an idea about what the topic is about and how different authors talk about it, so you can get inspired by them and by what they're talking about in their texts. So yeah, it kinda help you get inspired. (Student 680)

Sometimes when you're asked to write about a topic, you not be creative enough to get the informations and what to write… and you may got inspired by the writer, what they wrote. (Student 613)

Well, I think for, so we have the topic on GM food, the gene modified food, yeah for that, I have no idea about like genes stuff, so I have to like read and read, read those resources and go online and Google, and just pick the idea from different person and then paraphrase it into my word, and then write it in my essay, yeah. (Student 665)

Some of the students pointed out an important caveat in this regard, however. Whether it was helpful for them to use sources to get ideas or be inspired to write about the topic all depended on how difficult the sources were to read and understand.

I think it's [easy] if I understand the other source, cause if I understand and know what they are mainly talking about it's easier for me to paraphrase them and I write them in my own words to really show my own language. (Student 629)

I think it's easy to use his ideas and take the idea and read it yourself by yourself, that is the easy part, and if you don't understand the core idea how can you write a essay? Yeah, so if I understand it become easy. (Student 634)

In brief, if the students found it easy to understand the source texts, they appreciated them as a resource to get ideas on the writing topic.

When asked about their challenges in integrating source information into their own essays, students discussed a range of different issues. One of the first difficulties that students faced was the challenge of understanding the source text, as the following quote from a participant illustrates:

> I think the most difficult part is that sometimes I don't really understand what the author want to say, yeah sometimes like is a bit implicit, you know, yeah, I don't really know what he want to mean in that sentences or that paragraph. (Student 669)

It can be especially challenging for students to identify the main point the author is trying to make in a text: "But sometime my comprehension, it's hard, because it's not the best one, so I need to read a text several times just to grasp the main idea" (Student 653). Veronica agrees with these students' opinion and explains in more detail what the challenge can be, especially if a source text expresses conflicting points of view:

> Students … misinterpret the text. If the author begins by presenting an argument and then he counters it, [the students may] prefer that point of view, [so] they'll stick with that and not see that he's talking about detractors.

Even when students understand the source texts, they found it challenging to choose which information to include in their essay; integrating the source information smoothly and successfully into their writing also posed difficulties. The following two quotes from participants in this study illustrate these students' challenges in identifying the appropriate information to include from available sources:

> When you read a lot of articles, you do know what is the most importance and what sentences is very suit for you, so you have to know everything about, every detail about this article. (Student 692)

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> You have to be specific and don't say too much otherwise it […] will make no sense, so the most difficult part is to choose the right information and not say everything, even though everything is very good for your essay, but you have to choose just two or three by ideas, not everything. (Student 698)

The teachers also found this to be a challenge for their students. In particular, establishing the connection between the idea that students want to include in their essay and finding the right information from the source texts to support that idea can be difficult. Shannon explained during the interview that the main challenge for students is to understand the readings, find the main point, and find a good connection to their own writing. Ted agrees with Shannon on this: "…to take the sources and actually get something out of them and to use them effectively, that's really the hard part."

Even when students have chosen what information they want to include in their own texts, they fear they may not get it right. Using the source information to support a point that they are trying to make and choosing the information that would be best to do that is difficult for these students, as the following quotes reveal:

> The hard thing is like putting the information of the reference in a way that helps you, supports your argument, right? Because sometimes you need to modify your text, so this information can enter here. It's to support your point. (Student 661)

> I remember once a time when I see the example from the, from another peoples' articles and my professor said is not fit my topic, so I guess is the hard part, because sometimes when I find example, but when I use in my own writing, and this example, it doesn't fit for my own idea. (Student 687)

Again, the teachers found this to be an issue as well in their experience, as this quote from

Shannon shows: "They don't know what to do with the reading. … Sometimes in the essays, I

see information from the reading [that is] not really supporting that point."

The final challenge that students encountered in the process was the language used to

integrate source information. The students mentioned the challenge of paraphrasing the source

information appropriately when they include it in their essays. In terms of paraphrasing, the

students both have difficulty capturing the meaning of the source correctly and using limited

linguistic resources to accomplish the task, as the following quotes from two participants show:

> Paraphrasing [is difficult]. Paraphrasing and finding the alternative for a vocabulary and making
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> sure that you are not just changing the meaning of the text, and you are not following the same
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> order of words, and you are just changing the synonyms of it. This is the hard spot. (Student 613)

> Paraphras[ing is difficult]. Cause there is some sources that you found you want to use in your
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> own essay that you found you can't change the words of this. You may find you want to change
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> this word you will need to make the whole sentence a little bit different. So every word that you
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> want to change will make the meaning of that sentence become a little bit changed, so if you want
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> to, but sometimes you don't want to just use the sentence in your own essay, not direct quotes,
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> you just want to paraphrase them change a little bit language will change the meaning, it's a
>
> difficult choice. (Student 629)

As we saw previously, the teachers are in agreement with the students. George found that the

students had difficulty in "putting things in their own words and not accidentally plagiarizing." A

reliance on patchwriting is particularly apparent in students whose linguistic resources are more

limited, as Shannon observed: "The weaker students, they're still doing uh, kind of basic

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paraphrases, where they're literally taking the sentence and then just changing words. I mean they're not really doing much else with it."

In brief, students face challenges at both the reading and writing stages of the process of integrating source information into their own essays. When reading the source texts, they have difficulty understanding the text and identifying the author's main point. When writing their own essays, they are not sure which information to choose and whether the selected details of the source text actually support their point well. Finally, at the integration stage they face the difficulty of incorporating the information linguistically in an appropriate manner. These findings confirm what was found in the analysis of the essays. Students have difficulty in finding their own words and therefore copy verbatim from their note sheets, which contained copied language from the sources. The presentation of source information in their essays also shows inaccuracies.

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Discussion

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Research question one asked how students in this study integrate and use source information in their essays. As the data show, indirect source use with or without citation is the method most commonly used by students in this study to include source information. The preference for indirect source use may in part be due to course requirements as Student 680 explained in the interview, "so you have to rephrase [the source information], and you can't put a lot of quotes." Analysis of the essays showed that students most commonly drew on the source information to actually introduce an idea. This was also evident from the student interviews where students pointed out that the source texts help them get ideas to write on topics about which they knew little. This is similar to what Wette (2017) found in her study: Students relied

on sources to simply acknowledge the origin of information rather than engage with the source in a more complex manner in their writing.

Whereas our coding scheme was based on Gebril and Plakans' (2013) categories, our studies focused on different aspects. Gebril and Plakans examined the discourse features of source-based essays by writers at three different proficiency levels and found that the lowest proficiency group relied statistically significantly less on indirect source use than the other two groups. However, they did not report how indirect source uses relates to other types of source use. Our study, on the other hand, revealed that indirect source use with and without citation was the most common type of source use followed by verbatim copying. Shi (2004) found textual borrowing, which includes both exact copying and paraphrases with only slight modifications was the most common form of source use by L2 writers in her study on both the summary and essay writing task. Like Shi, Keck (2006) found extensive copying in the summaries of L2 writers; however, Keck's follow-up study (2014) revealed that this tendency of L2 writers to copy extensively declined with university experience. In brief, our and previous research found a reliance on patchwriting through both direct copying and inadequate paraphrasing of source information in student writing.

The second research question asked what challenges students faced when integrating source information into their essays. Students' challenges pertained to both the reading and writing aspects of the process. First, students had difficulty processing source texts. The challenge for students was to understand the information in the texts and glean the author's main point. Both students and teachers pointed to this as a challenge in the interviews. This issue was also evident in the analysis of the essays since the mean accuracy score for using source information was only 1.5 out of 2. This contrasts with Wette's (2017, 2018) findings in that

paraphrases in her analysis of post-EAP disciplinary writing of L2 writing mostly accurately represent the source content. In addition, the teachers indicated that students sometimes miss the finer points of an author's view point expressed in the source. Students also had trouble selecting the appropriate information from the sources so that it matched and supported students' points in their own texts. Previous research did not explore stakeholder perception on student challenges, so these the findings from our study offer great insight. Furthermore, previous research focused mainly on analyzing the level of patchwriting and copying rather than how accurately L2 writers represent source information; therefore, our findings contribute significantly to the literature on L2 writers' source use.

Finally, students faced some challenges in citing source information appropriately and avoiding transgressive intertextuality. First of all, 27% of the instances of source integration had no citation when it was necessary or appropriate to provide one. In other words, even when information from sources is paraphrased appropriately or quoted, students did not always provide the source information. Furthermore, students were not able to use APA correctly to indicate the source information when they did include a citation. This is evident in the low mean score of 1.1 out of 2 for APA use. Then there is the issue of overreliance on patchwriting through copying or inadequate paraphrasing as the analysis of the essays shows. The course requirement to paraphrase referred to above by Student 680 poses significant challenges for the students in this study as the students pointed out during the interviews. This is also evidenced in the fact that almost one third of the instances of source integration in the study constitute transgressive intertextuality either because source information is paraphrased but no citation for the source is provided or because students copied the information verbatim from the source text with or without citing the source. The problem of copying from sources may be caused by students'

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preparation and use of the source notes during the exams. First of all, more than 60% of the notes were directly copied from the source, and only about 20% of those notes included some changes or gaps. In other words, students drew on notes that lent themselves to copying information without paraphrasing appropriately. The second issue is how students then used those notes during the exam. As the data show, 43% of the source information in the essays was copied directly from the note sheets, which contained a lot of copied information and language directly from the source texts. At the same time, these students were trying to fulfil the course requirements, as the interview data show. Students were aware of the requirement not only to include sources but also to paraphrase appropriately. They were attempting to paraphrase without changing the meaning, which may have led to overreliance on patchwriting. In other words, these students were trying their best with a difficult task, which resulted in transgressive intertextuality, but they did not set out to deceive or engage in inappropriate academic behaviour.

Previous research has focused on analyzing the product (e.g., Gebril & Plakans, 2013; Johns & Mayes, 1990; Keck, 2006, 2014; Shi, 2004) or the process (e.g., Plakans, 2008; Plakans, 2009b; Plakans & Gebril, 2012) of L2 source-based writing. To our knowledge, students' notes and their reliance on these notes during the source-based writing process has not been examined. The analysis of students' notes from sources and how they impact students' source-based texts is a major contribution of the present study. The findings revealed that the notes not only help students recall information from the source; these notes also serve as linguistic resources by providing language from the source in the form of chunks coped with or without changes or gaps, especially since students copied their notes directly into their essay 50% of the time.

This study has two limitations that we should point out. First, the results are context-specific and may not be generalizable to other settings or L2 writing more generally. However, a

detailed examination of a particular context is necessary to develop and examine the effectiveness of pedagogical material with the goal of helping students learn how to integrate source information effectively. Second, some of the results may be due to the format and use of the note-taking template. At the same time, students likely always draw on source texts notes when they integrate source information into their own writing, and the source notes provide an excellent opportunity to study students' use of notes. Having analyzed these source notes is one of the major contributions of this study.

Conclusion

The study found that while most source use in this corpus would not be classified as transgressive intertextuality, students still faced significant challenges in understanding the sources, selecting appropriate details from sources to support their own ideas, and then integrating that information well into their own texts both in terms of paraphrasing and citing source information. Based on these findings, we identified two major issues as the focus for targeted pedagogical materials to be developed in Phase 2 of the project: the in-depth understanding of source texts and the development of the linguistic tools necessary to paraphrase this information appropriately when integrating the information into their own texts. The effectiveness of this pedagogical approach will be examined in a quasi-experimental follow-up study to the results reported here.

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Appendix A

Your name:	Your ID number:

Writing Resource Sheet
Print out this form and complete your notes by hand in pen.

Source Information:	
Vocabulary: New words, key words in text, collocation information	
Main Idea: State the main idea of the text *in your own words*	
Key supporting ideas(s) of the reading in note form: (write phrases in your own words to convey important points)	
Quotations (optional): Note unique phrases which demonstrate the author's attitude or help to emphasize a point you've made	

Only this resource sheet may be used in the Midterm 2 and Final exams. The sheet may not be resized, enlarged, or otherwise altered. Only one sheet per source may be used. Handwritten notes in pen must fit within the boxes. Notes not entered onto this sheet will not be permitted in exams.

Fillable Resource Sheet Winter 2017

Appendix B

Interview Protocol for Instructors

1. What are some of the biggest challenges your Course 2 students face when writing academic English? Why?

2. What aspects of integrating information from other sources into their own essays pose the greatest difficulty for Course 2 students?

3. What aspects of integrating information from other sources into their own essays pose the least difficulty for Course 2 students?

4. Are there some students who have more difficulty in learning this skill than others? If so, what is their profile?

5. What do you think Course 2 students need most help with when they are learning how to integrate information from other sources into their own writing?

6. Which activities in the current Course 2 course pack help students improve their ability to integrate information from other sources?

7. Which type of activities that are not in the current course pack would help Course 2 students improve their ability to integrate information from other sources?

8. Overall, how successful do you think the Course 2 course is at teaching students how to integrate information from other sources? Is there anything that might make the course more successful?

9. How well do you think Course 2 prepares students for the types of academic writing they have to do for their majors (i.e., in business, engineering, communication classes)?

Appendix C

Interview Protocol for Students

1. How do you feel about taking Course 2?

2. What is the easiest part of Course 2? Why?

3. What do you find the most difficult aspect of Course 2? Why?

4. Do you find it easy or difficult to write essays in English? Why?

5. What do you find easy about using the information from other texts when you write your own text English? Why?

6. What do you find difficult about using the information from other texts when you write your own text English? Why?

7. Which materials or activity in the Course 2 course pack do you find helpful in learning how to use information from other sources in your own texts in English? Why?

8. Which extra materials or activity that your Course 2 instructor did with your class did you find helpful in learning how to use information from other sources in your own texts in English? Why?

9. What other information or practice would help you learn how to use information from other texts in your own texts? Why?

10. What do you feel you need in order to improve your ability to use information from other texts in your texts? Why?

Table 1. English Proficiency Admissions Requirements

Test	Admission without EAP courses	Admission with EAP courses
TOEFL iBT	90	75-89 with combined speaking and writing score of 34 or higher
IELTS	7 or higher	6.5 or 6 with no component score under 5.5

Table 2: Coding Categories for Essay Analysis with Examples

Code	Description	Example with Reference to Source Information Underlined	Original Passage from Source with Information/Language Used in Example Underlined
Direct quotation	Direct quotation with quotation marks with citation	Armstrong (2012) states that "<u>Critics charge that much of the packing and promotion adds only psychological value to the products rather than functional value</u>". [PID 643]	"<u>Critics charge that much of the packaging and promotion adds only psychological value to the products rather than functional value</u>." (Armstrong, Kotler, Trifts, & Buchwitz, 2012, p. 81)
Direct quotation (no citation)	Direct quotation with quotation marks without citation	"<u>However, most selling involves building long-term relationship with valued consumers.</u>" [PID 644]	"<u>However, most selling involves building long-term relationships with valued customers.</u>" (Armstrong et al., 2012, p. 83)

|			
Verbatim	Verbatim copying of three strings or more without quotation marks, with citation of the source information	Although some may argue that much of the packaging and promotion adds only psychological value to the product rather than functional value (Armstrong, 2012). [PID 630]	"Critics charge that much of the packaging and promotion adds only psychological value to the products rather than functional value." (Armstrong et al., 2012, p. 81)
Verbatim (no citation)	Verbatim copying of three strings or more without quotation marks without citation of the source information	In fact, consumer are sometimes leading to believe that they will get more value than they actually do. [PID 606]	"Marketers are sometimes accused of deceptive practices that lead consumers to believe they will get more value than they actually do." (Armstrong et al., 2012, p. 82)
Indirect	Indirect source use (paraphrased or summarized) with explicit	Although advertising is a good way of chasing profit, but we shouldn't cross the moral line like so many people already did (Sandel, M.J. 2012). [PID 671]	"A debate about the moral limits of markets would enable us to decide, as a society, where markets serve the public good and where they do not belong." (Sandel, 2012)

Indirect (implicit)	Indirect source use (paraphrased or summarized) with implicit citation	Furthermore, today's competition does not allow them to make high margins (Armstrong, 2012). <u>On the other hand, what some people conceive as excessive promotions, are only a way to inform the customer about the brand and what it can offer.</u> [PID 673]	"Marketers respond that advertising does add to product costs, but that it also adds value by informing potential buyers of the availability and merits of a brand." (Armstrong et al., 2012, p. 81)
Indirect (no citation)	Indirect source use (paraphrased or summarized) without citation	Secondly, <u>advertising has affected our identities in order to promote products</u>. [PID 677]	"Marketing activities have a major impact on our lives. They influence our personal and group identities and are used to promote both social ideas and commercial products." (Schmitt & Schmitt, 2005, p. 39)
Indirect (no citation necessary)	Indirect source use (paraphrased or	First of all, a good advertisement is extremely costly, and it will highly	"Modern marketing is also accused of pushing up prices to finance heavy

summarized), no citation necessary	increase the price of the product. [PID 671]	advertising and sales promotion." (Armstrong et al., 2012, p. 81)

Table 3: Coding Categories for Analysis of Note Sheets with Examples

Code	Description	Example with Source Information Underlined	Original Passage from Source with Information/Language Used in Example Underlined
Copied	Verbatim copying from the source text	How consumers feel about themselves shapes their consumption habits, particularly as they try to fulfill social expectations about how a male or female should look and act. [PID 630]	"How consumers feel about themselves shapes their consumption habits, particularly as they try to fulfill social expectations about how a male or female should look and act." (Solomon, Bamossy, & Askegaard, 2002, p. 189)
Copied with Changes	Verbatim copying from source with changes in word order and/or minor correct or incorrect changes in language (e.g., adding/removing plural *s*) or spelling	Self-image / possessions affect value (many believe) [PID 629]	"Many people feel that their self-image and possessions affect their value as a person." (Schmitt & Schmitt, 2005, p. 57)

Copied with Gaps		Consumers recognize characters than presidents, world leaders [PID 620]	"In fact, many consumers are more likely to recognize characters such as these ~~than~~ to be able to identify former presidents, heads of corporations, or world leaders." (Solomon, Bamossy, & Askegaard, 2002, p. 14)
Transformed		in reality, being poor puts a cognitive strain on me that makes it harder for me to lift myself up, to get on in life [PID 677]	"… poverty imposes such a massive cognitive load on the poor that they have little bandwidth left over to do many of the things that might lift them out of poverty -like go to night school, or search for a new job, or even remember to pay bills on time." (Badger, 2013)

Figure 1. Frequencies of Source Use in the Essays by Type in Percent
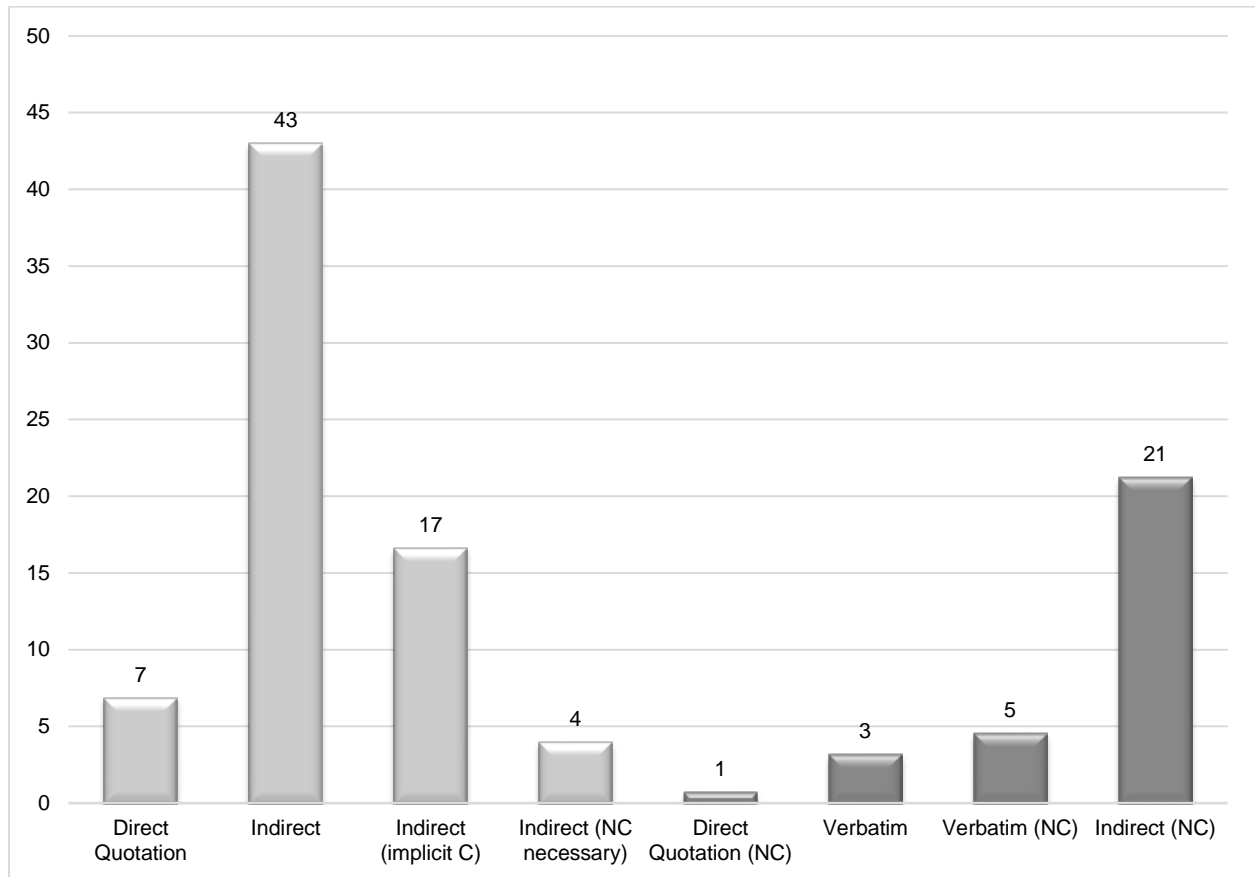
Notes: C = citation; NC = no citation; light grey = non-transgressive source use; dark grey = transgressive source use

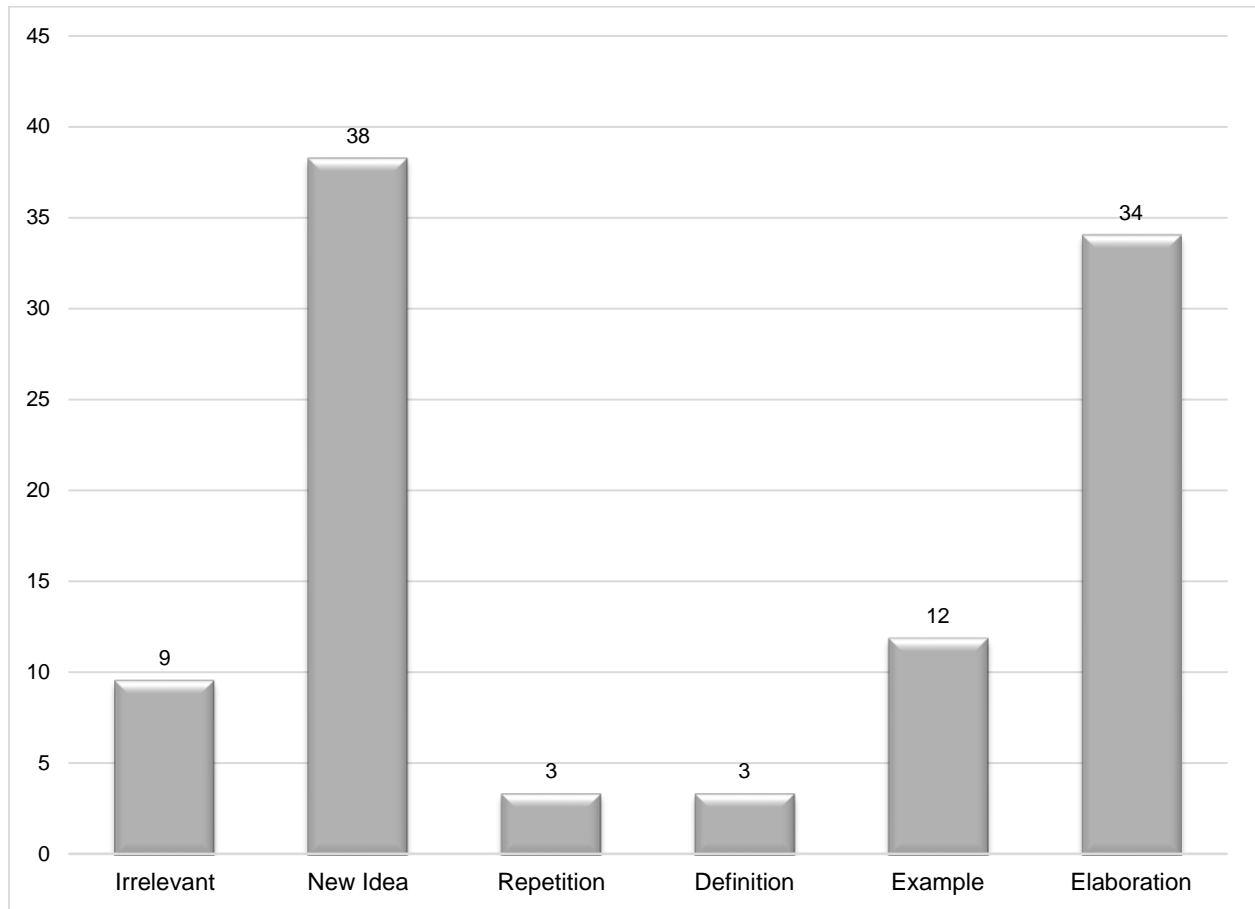*Figure 2*. Frequencies of Purpose of Source Use in the Essays by Type in Percent

Figure 3. Frequencies of Note-Taking Strategies on the Source Notes by Type in Percent