

## THE DYNAMICS OF PLAGIARISM IN ESL WRITING AMONG MALAYSIAN UNDERGRADUATES

*Dinamik Plagiarisme dalam Penulisan ESL dalam Kalangan Mahasiswa Malaysia*

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### Abstract

Plagiarism in academic writing within the context of English as a Second Language (ESL) is a widespread concern, particularly among Malaysian university students. This study examines patterns of plagiarism in ESL writing produced by Malaysian undergraduates. It seeks to shed light on the prevalence, types, and underlying causes of plagiarism within this group. Utilising Swales' (1990) move analysis framework, the research scrutinises ESL written assignments from undergraduates that demonstrate elements of plagiarism. The focus is on identifying the types of plagiarism, the structural organisation of plagiarised texts, and the functional aspects of plagiarism occurrences. The results shed important information on the types of plagiarism that Malaysian undergraduates engage in, identifying verbatim copying, patchwriting, and inappropriate paraphrase without sufficient reference. Additionally, the study reveals that linguistic challenges such as limited paraphrasing skills, poor critical reading abilities, and insufficient knowledge of citation and referencing practices significantly contribute to plagiarism behaviours. The implications of this research encompass teaching strategies, curriculum design, and institutional policies aimed at promoting academic integrity and preventing plagiarism. In assisting Malaysian undergraduates to develop a greater awareness of academic integrity and plagiarism, the research promotes focused educational programs to enhance students' academic reading, paraphrasing, and citation abilities.

**Keywords:** Plagiarism, ESL (English as a Second Language), academic writing.

### Abstrak

Plagiat dalam penulisan akademik Bahasa Inggeris sebagai Bahasa Kedua (ESL) merupakan isu yang meluas, terutamanya dalam kalangan pelajar universiti di Malaysia. Kajian ini meneliti corak plagiat dalam penulisan ESL yang dihasilkan oleh pelajar prasiswazah di Malaysia. Ia bertujuan untuk memberikan pemahaman tentang kekerapan, jenis, dan faktor asas yang menyumbang kepada berlakunya plagiat dalam kalangan kumpulan ini. Dengan menggunakan kerangka analisis pergerakan Swales (1990), kajian ini menganalisis tugas penulisan ESL daripada pelajar prasiswazah yang menunjukkan unsur plagiat. Fokus kajian adalah untuk mengenal pasti jenis plagiat, struktur teks yang diplagiat, serta aspek fungsi plagiat yang berlaku. Penemuan kajian ini memberikan pandangan berharga tentang sifat plagiat dalam kalangan pelajar prasiswazah Malaysia, termasuk pelbagai bentuk seperti penyalinan verbatim, penulisan tambal (patchwriting), dan parafrasa tanpa sitasi yang betul. Selain itu, kajian ini mendedahkan bahawa cabaran linguistik seperti kekurangan kemahiran parafrasa, kekurangan kemahiran membaca kritikal, dan pengetahuan yang tidak mencukupi mengenai amalan sitasi dan rujukan menyumbang kepada

*tingkah laku plagiat. Implikasi kajian ini meliputi strategi pengajaran, reka bentuk kurikulum, dan dasar institusi yang bertujuan mempromosikan integriti akademik dan mencegah plagiat. Kajian ini mencadangkan pelaksanaan inisiatif pendidikan yang disasarkan untuk meningkatkan kemahiran membaca akademik, parafrasa, dan sitasi dalam kalangan pelajar, sekali gus memupuk pemahaman yang lebih mendalam tentang prinsip integriti akademik dan kesedaran tentang plagiat dalam kalangan pelajar prasiswazah Malaysia.*

**Kata Kunci:** Plagiat, ESL (English as a Second Language), penulisan ilmiah.

## 1.0 INTRODUCTION.

Plagiarism remains a persistent issue in academic writing, particularly among English as a Second Language (ESL) learners who often face challenges in meeting academic expectations in English. Despite numerous studies, there is a lack of focused research on how students plagiarise in actual writing and how specific instructional strategies can reduce it. In Malaysia, where English is the medium of instruction in most tertiary institutions, plagiarism is common among undergraduates, especially in their first year (Mahmud & Mahmud, 2021; Singh & Ganapathy, 2018). While previous research has identified general causes such as poor writing skills, easy access to online sources, and limited awareness of plagiarism (Hafsa, 2021; Merkel, 2020; Rozar et al., 2020) there is insufficient analysis of the actual linguistic features in plagiarised texts. This study aims to address this gap by analysing plagiarised English academic essays written by Malaysian undergraduates. The objective is to identify patterns such as types of plagiarism, sentence structures, vocabulary use, and rewording strategies. The findings will complement previous research pedagogical approaches that focus not only on plagiarism prevention but also on improving students' academic writing skills.

Research suggests that plagiarism is often unintentional, stemming from unfamiliarity with citation norms, limited vocabulary, or overreliance on source texts (James et al., 2019; Liu & Wu, 2020). Cultural and linguistic factors also contribute, as students from different educational backgrounds may not fully grasp Western concepts of authorship and originality (Li & Flowerdew, 2018). In Malaysia, international students often struggle to express their ideas in English, which increases their risk of plagiarising (Singh, 2019). Local students may also plagiarise unknowingly due to minimal exposure to proper referencing techniques (Mahmud & Mahmud, 2021). Although penalties for plagiarism exist (Mohamed et al., 2018; Zain et al., 2021), research has primarily focused on causes rather than solutions. Recent studies emphasize the value of pedagogical interventions, such as explicit instruction on paraphrasing, summarising, and citation (Du, 2020; Farahian et al., 2022; Fazilatfar et al., 2018). Educational programmes that include practical examples, discussions, and visual aids have been shown to enhance students' citation and paraphrasing skills (Mahmud & Tahir, 2024).

Effective plagiarism prevention requires more than policy enforcement; it demands sustained instructional support tailored to students' academic and linguistic contexts. Strategies such as shifting focus from grades to rhetorical purpose (Cheung et al., 2018), teaching paraphrasing techniques, and using blended learning tools have been shown to foster critical thinking and reduce plagiarism (Liu et al., 2018; Zhang et al., 2022). Some students also benefit from writing strategies like patchwriting or translating ideas into their native language before composing in English (Stander, 2020; Xu, 2022). By analysing real examples of plagiarised student writing, this study contributes to a more nuanced understanding of plagiarism in ESL contexts and

supports the development of targeted interventions to improve academic writing skills and uphold academic integrity.

## 2.0 LITERATURE REVIEW

The issue of plagiarism in academic writing has been extensively examined, particularly within English as a Second Language (ESL) and English as a Foreign Language (EFL) context. A review of the literature reveals that plagiarism is widely recognised as a serious breach of academic integrity (Hafsa, 2021). However, studies consistently highlight that students from diverse cultural and linguistic backgrounds often hold varied and sometimes limited understandings of what constitutes plagiarism under Anglo-American academic norms (Farahian et al., 2022). For many, plagiarism may be perceived as a moral wrongdoing or "crime," yet fundamental academic practices such as paraphrasing and citation remain poorly understood (James et al., 2019). This disconnect is further complicated by culturally specific conceptions of textual borrowing; in some non-Western educational traditions, practices like memorisation and reproduction of authoritative texts are not only accepted but encouraged, thereby clashing with Western ideals of originality and authorship (Li & Flowerdew, 2018). These findings suggest that effective plagiarism prevention must account for students' prior educational and cultural experiences, moving beyond reductive notions of academic dishonesty (Farahian et al., 2022).

Beyond issues of intent, research indicates that plagiarism frequently arises from a lack of proficiency in academic writing and insufficient instruction in source integration (Merkel, 2020). Many students report confusion regarding citation norms (Singh & Ganapathy, 2018) and find the task of synthesising source materials into their own writing particularly challenging (Zhang et al., 2022). One commonly reported strategy is patchwriting defined as the close paraphrasing of source texts which often reflects linguistic insecurity or difficulties navigating complex source material, even when citation is present (Pecorari, 2023). Inadequate assignment guidelines and unclear expectations can further complicate students' efforts to incorporate sources appropriately (Merkel, 2020). Thus, subtle forms of plagiarism, such as poorly paraphrased or inadequately attributed content, are persistent among novice academic writers (Farahian et al., 2022).

In response to these challenges, the literature underscores the importance of pedagogical interventions designed to build students' competence in source use and citation (Mahmud & Tahir, 2024). Instruction focused on critical reading, note-taking, paraphrasing, summarising, and understanding rhetorical functions of citations has shown promise in improving students' confidence and citation practices (Fazilatfar et al., 2018). Empirical studies on intervention strategies, including in-person workshops and online tutorials, report positive learning outcomes (Liu et al., 2018). However, persistent challenges remain. Students may continue to rely heavily on source language even after training (Du, 2020), and low English language proficiency can lead to citation inaccuracies (Rozar et al., 2020). Additionally, the proliferation of online paraphrasing tools and the emergence of AI-based language models such as ChatGPT have introduced new complexities. These technologies raise concerns about AI-assisted plagiarism, while simultaneously challenging existing detection mechanisms (Ibrahim, 2023). Although early research on AI-based detection tools is underway, their accuracy in identifying sophisticated, machine-generated writing remains limited (Ibrahim, 2023). Consequently, addressing plagiarism in academic settings requires ongoing pedagogical innovation and responsiveness to emerging technological developments.

### 3.0 METHODOLOGY

This study conducted an inclusive analysis of the structures and strategies used in plagiarised content within academic essays written by first-year Malaysian ESL undergraduates. Participants were purposefully selected based on their enrolment in a compulsory academic writing module, and the sample comprised 30 student essays that exhibited clear instances of plagiarism. The participants were ESL learners from diverse ethnic and socio-economic backgrounds, with a common medium of instruction being English at the tertiary level. The focus was on English essays addressing topics relevant to Malaysians, Muslim college students, and global issues. Students were assigned to write about the use of social media for e-marketing in Malaysia, long screen-time among Muslim college students, sedentary lifestyle amongst Muslim undergraduates and plagiarism in English writing among Muslim college students. Each essay, approximately 350 to 500 words in length and consisting of five paragraphs, was selected for analysis based on evident instances of plagiarism. The written task assigned to the participants included explicit instructions to avoid plagiarism, and they were given the opportunity to consult on their initial drafts for further editing. However, the excerpts analysed in this study remained plagiarised despite undergoing consultation and revisions.

Swales' (1990) move analysis framework was employed to examine the rhetorical structures within the plagiarised texts. While traditionally used to analyse research article introductions, Swales' framework was adapted in this study to explore how ESL learners attempted to construct academic discourse through rhetorical moves, even within plagiarised segments. This approach allowed the researcher to identify rhetorical intent and communicative function behind structurally plagiarised content, offering insights into the students' academic writing development and their struggles with authorial identity. Rather than identifying standard rhetorical moves used to create a research space, the analysis focused on detecting imitated or formulaic rhetorical structures that might indicate a lack of original contribution or over-reliance on source materials.

In addition to move analysis, Turnitin's Plagiarism Spectrum was used to classify the types of plagiarism present in each essay. This typology, comprising categories such as Clone, Ctrl-C, Find-Replace, Remix, Hybrid, Mashup, Aggregator, Recycle, 404 Error, and Re-tweet (Turnitin - the Plagiarism Spectrum, n.d.), provided a nuanced lens for identifying the specific strategies of textual borrowing employed by students. The classification enabled a systematic examination of both blatant and subtle forms of plagiarism, including partial paraphrasing and structural mimicry.

### 4.0 INSIGHTS FROM PLAGIARISM DETECTION

According to the analysis of plagiarised works in this study, majority of plagiarism patterns detected were Find-replace, Remix, Recycle, Hybrid, and Mashup types of plagiarism. As this study focused on English expository essays written by first-year Malaysian undergraduates, no instances of 404 error plagiarism were detected. This absence is likely because such plagiarism, which involves citing non-existent sources or providing inaccurate information, typically occurs in more complex tasks requiring higher-order cognitive skills, such as final research projects. Such cases often arise in problematic literature reviews or from excessive reliance on AI-generated content like ChatGPT. The plagiarism identified in this study mainly stemmed from a misunderstanding of paraphrasing techniques and an inability to properly cite sources. Even when citations were correctly formatted, the content often lacked

originality. The data also highlighted that, participants struggled to contextualise their writing, failing to incorporate perspectives relevant to their Malaysian or Islamic backgrounds as required in the task instructions. Instead, the essays largely discussed well-known global issues, such as the general drawbacks of plagiarism or broad norms in social media marketing, resulting in generic content; lacking depth and specific examples tied to the assigned topics. This suggests that the learners prioritised content quantity over quality, neglecting the application of effective writing strategies. Furthermore, the analysis revealed weak cohesion and coherence in the essays, with noticeable issues in the logical flow of ideas and improper use of punctuation. These problems might indicate the learners' reliance on artificial intelligence (AI) paraphrasing tools, which often result in fragmented and disjointed text. Overall, the findings underscore the need for targeted instruction to improve paraphrasing, contextual integration, and writing coherence among ESL learners.

Nowadays, the purpose of Social Media Marketing (SMM), is to encourage potential customers to a website by using social networking sites such as Facebook, Twitter, and Instagram (evergreendm.com). Therefore, social media marketing is important for keeping people informed and in touch with one another. To sum up, it is very important to learn more about how Millennials, who are the highest internet users, respond to social media marketing among Malaysians.

Graphic 1: Data Excerpt

The results written by students who tried plagiarism typically do not reflect their original critical thinking point of view when a variety of sources are synthesised and sections are modified without appropriate citations. This occurs because they are unable to effectively integrate borrowed ideas into their own unique context and viewpoint. The primary reason for this shortcoming is their evasion of the critical reading and comprehension process, which involves fully understanding key concepts, making inferences, and drawing conclusions from the sources. This type of plagiarism, categorised as Remix or Hybrid plagiarism, is exemplified in Graphic 1. The excerpt shows that the borrowed ideas were not effectively integrated into the Malaysian context and viewpoint. Although it presents the broad idea of social media marketing (SMM) and its significance, it does not localise the conversation to take into account Malaysian viewpoints, subtle cultural differences, or market realities. The mention of Millennials as the highest internet users is presented generically and does not provide any supporting evidence specific to Malaysian demographics or behaviours. Additionally, the excerpt relies on a borrowed definition from a non-Malaysian source (evergreendm.com) without critically evaluating its relevance or applicability to Malaysia. For instance, the discussion could have explored how Malaysian Millennials uniquely interact with social media platforms, such as the rising popularity of TikTok and Shopee Live in the local market, or the role of Bahasa Malaysia and other local languages in shaping online marketing strategies. Without such contextualisation, the excerpt remains superficial and detached from a Malaysian viewpoint.

Another major noticeable feature of the plagiarised writings analysed in this paper is misuse of punctuation and capitalisation. Common issues include missing periods, misused or omitted commas, and the failure to capitalise proper nouns. Examples from Graphics 2 and 3 highlight these mistakes, such as improper capitalisation of terms like "Muslim," "TikTok," "Facebook," and "YouTube." Another

instance of misuse of capitalisation detected is "Islamic Colleges," the word "colleges" should not be capitalised because it is not a proper noun in the sentence. The sentence "Last but not least, When creating content, we can try goods or brand products that havw been promoted", in Graphic 3 shows misuse of capitalisation after the coma.

Lastly, the sedentary lifestyle among muslim college students can negatively impact their social interactions and communication skills. Limited physical activity has become trend among muslim college students' that can effect their social interaction and communication skills. In the modern technological era, most muslim college student's spend a significant amount of time on social media, leading them to isolate themselves from socializing with others as the prefer staying in their room and neglect face to face interactions.

Graphic 2: Data Excerpt

In Graphic 2, the possessive apostrophe in "muslim college students'" is incorrectly used, as it creates ambiguity. The correct phrasing should be "Muslim college students," without the apostrophe, as it refers to a plural group, not possession. Similarly, the phrase "muslim college student's" incorrectly uses the possessive form and should be revised to "Muslim college students." The sentence structure in Graphic 2 excerpt also contains typo errors. For instance, "as the prefer staying in their room and neglect face to face interactions" should be corrected to "as they prefer staying in their rooms and neglect face-to-face interactions," ensuring proper subject-verb agreement and hyphenation of the compound modifier "face-to-face." Additionally, in Graphic 2 excerpt, the phrase "Limited physical activity has become trend" is missing the article "a" before "trend," which is necessary for grammatical accuracy. In Graphic 3, punctuation errors such as misuse of commas and periods were also detected. An example of this is "...can buy a good product from overseas marketing Subsequently, video content creation..." Resolving these punctuation problems is significant to enhance the text's readability, grammatical correctness, and clarity.

Graphic 4 shows an instance of Mashup and Find-Replace plagiarism, in which the author merged content from several sources and changed some of the key concepts while preserving the major ideas of the original sources. Instances of Find-Replace plagiarism are often facilitated by translation tools like Google Translate, which is used to convert content from the learner's first language (L1) to the target language. The lack of robust supporting ideas is also linked to the use of AI paraphrasing tools, which have become popular among Malaysian ESL learners in this study. Participants used tools such as QuillBot and SpinBot to paraphrase content from online sources but failed to include proper citations and references. Moreover, they did not revise the grammatically incorrect or awkward sentences generated by these tools, indicating a lack of effort to contextualise and refine the paraphrased content. This suggests that the participants struggled to relate external resources to their own writing by making inferences or expanding on ideas independently. The ability to identify and correct errors, such as unnatural phrasing, varies among students based on their proficiency in grammar and vocabulary.

Plagiarism is a growing and concerning issue among college students, including those in Islamic Colleges. Even though copying the work of others is considered a sin and an offense, plagiarism still occurs among Islamic college students. Plagiarism does not only happen in English assignments but other subjects can also happen for example in preparing reflections in Sociology subject and Arabic language essays. First, fostering creativity in the production of short video content. the beginning, using video which any platform especially tiktok, facebook and instagram facilitate buying and selling because there is no need to leave the house but it's certainly proving to be a powerful effective part of marketing strategy now more than ever and can buy a good product from overseas marketing. Subsequently, video content creation allows you to preserve memories more. We also can create such as funny videos, education videos, promoting products and other. If a video is good then the people who see it can took benefits from the shared video like some vlog in youtube. Furthermore, video is the way to create a personality for your company and your brand, enabling you to connect with your viewer and earn their trust. 90% of users say that product videos are helpful in the decision process. Last but not least, When creating content, we can try goods or brand products that havw been promoted. An influencer can earn a lot of money from the value of the contract offered by the brand owner. At the same time, the attraction of many people to buy and use a product is an indicator of the success of influencer marketing.

Graphic 3: Data Excerpt

As a result, those who directly copy and paste AI-generated content without making necessary adjustments risk producing work that falls under plagiarism.

When compared to traditional channels, social media platforms often offer more cost-effective advertising options. With little financial outlay, business owners can reach their target audience by using features like Facebook Ads, Instagram Ads, and LinkedIn Ads. These platforms ensure that advertising spend is used effectively without requiring the high upfront costs associated with traditional advertising methods by enabling precise targeting based on demographics, interests and behaviours.

Graphic 4: Data Excerpt

The excerpt in Graphic 5 reveals a lack of cohesion in both writing style and overall content. A noticeable disparity in sentence structure suggests the presence of Hybrid, Mashup, and Find-Replace types of plagiarism. The plagiarised sections in Graphic 5 demonstrate a polished use of complex-compound sentence structures, whereas the student's own contributions primarily consist of simple and compound sentences.

Next, plagiarism will give negative impact to the students' personal and professional life. Plagiarism can result in severe academic penalties such as failing grades, suspension, or even expulsion from educational institutions, which can hinder students' academic progress and future opportunities. When we submit a paper or assignment that contains significant portions of copied content without proper citation. This not only hampers the student's academic progress but also negatively impacts their future opportunities for education and career advancement. Engaging in plagiarism violates ethical principles of honesty, integrity, and intellectual property rights, which can tarnish students' reputation and credibility among peers, professors, and potential employers. Students may face lawsuits or damage claims for infringing on copyrights or patents, jeopardizing their professional standing and future career prospects. When we create a project using patented technology without obtaining proper permission or licensing. A history of plagiarism can damage students' chances of securing employment or advancing in their careers, as it raises concerns about their trustworthiness and ability to perform tasks with integrity.

Furthermore, their emotions and psychological well-being will get affected. They will fail or bad result because of plagiarism and they will be terminated from collage. It is because plagiarism is not a small issue to be tolerate. If the task by grouping their groupmate might get angry towards you because their marks also effected and your surrounding might be negative afterwards. For example, your friend will refuse to let you in their group for other subject and it will affect your mental health or emotion because you feel lonely and feel left out. Anyone who caught committing plagiarism they have to re-do the task and might affect their emotion because they need to spend their time all over again to do the same task twice and you will feel giving up in studies because you have to redo all over again just for marks and to pass the subject. Either than that, you will get anxious everyday when you want to go to the class because you will think that your lecturer will attack you, mad at you. Because of that, you will skip classes and might affect your attendance and lead to fail and terminate from collage too.

Graphic 5: Data Excerpt

When the student occasionally attempts complex sentences, they often contain errors, as shown in this example: "If the task by grouping their groupmate might get angry towards you because their marks also effected and your surrounding might be negative afterwards." The errors in this sentence include missing punctuation, incorrect subject-predicate agreement, and improper use of pronouns. A further contrast detected lies in the use of reference words. The plagiarised input employs general expressions like "students," "we," and "their," whereas the student's writing uses inconsistent references such as "you," "they," "your," and "their." Additionally, errors in the use of discourse markers and sentence connectors are prevalent in the student's original input but absent in the plagiarised content. For instance, in the sentence "Either than that, you will get anxious everyday when....," the phrase "Either than that" is contextually incorrect. Vocabulary use also highlights a stark difference between the two inputs. The plagiarised content demonstrates sophisticated expressions and familiarity with professional language, as illustrated by phrases like "...face lawsuits or damage claims for infringing on copyrights or patents, jeopardizing their professional standing and future career prospects" and "...patented technology without obtaining proper permission or licensing." In contrast, the student's own writing shows basic vocabulary and frequent grammatical errors, particularly with auxiliary verbs. For example, the sentence "Anyone who caught committing plagiarism they have..." lacks the auxiliary verb "is" before the past participle "caught" to form the correct passive structure "is caught." These

differences in style, grammar, and vocabulary indicate a clear divide between the plagiarised inputs and the student's original writing efforts.

## 5.0 CONCLUSION

The small-scale, exploratory approach of this qualitative study generated the first step in figuring out how to prevent plagiarism in ESL writing. Although the research's narrow focus means that its conclusions could not be generally applicable or universally applicable, the study provides a basis for further investigation into this significant problem. By identifying key patterns, challenges, and potential interventions, the research findings possibly will shed light on effective approaches for addressing plagiarism among ESL learners in Malaysian higher learning institutions. Additionally, this paper seeks to stimulate interest in interpretation and encourage further research that can build on its findings through larger and more comprehensive studies. Ultimately, this study aspires to contribute to the ongoing discourse on academic integrity and to promote more effective educational practices in ESL contexts. The results highlight the need for Malaysian ESL academic writing curricula to place greater emphasis on plagiarism prevention. Students should be thoroughly educated on various forms of plagiarism, including self-plagiarism, uncredited paraphrasing, and direct copying; to raise awareness and reduce its occurrence. Clear explanations of plagiarism, its academic and professional consequences, and comprehensive instruction on citation practices, paraphrasing techniques, summarisation, and critical evaluation should be integral to the curriculum. Detailed guidance on citation styles such as APA, MLA, and Chicago should also be provided at the early stage of tertiary level education. Additionally, teaching critical reading skills is essential to help students effectively comprehend sources, extract relevant ideas, summarise in their own words, and apply critical thinking to draw informed conclusions and making inferences. Students will be better equipped to find trustworthy sources and successfully incorporate them into their academic writing if their research skills are strengthened.

To improve plagiarism detection and prevention, educators are urged to integrate artificial intelligence (AI) technology into ESL classes. AI tools offer a practical and efficient way to identify instances of copied content, ensuring that students adhere to academic integrity standards. By incorporating AI-powered software such as Copyscape, Scribbr, Plagscan, Grammarly, or Turnitin into ESL classrooms; educators can not only detect plagiarism but also provide students with immediate feedback on their writing. These tools can highlight issues like improper citations, excessive reliance on source material, or lack of originality; offering opportunities for targeted learning and improvement. Additionally, introducing AI technology into the classroom familiarises students with industry-standard tools they are likely to encounter in higher education or professional settings; equipping them with essential skills for navigating ethical writing practices. By embracing these technologies, educators can create a more proactive and supportive learning environment that prioritises the development of critical thinking, paraphrasing, and citation skills, ultimately fostering greater academic integrity among ESL learners. As a way forward, ESL educators can utilise tools like GPT-2 Output Detector and Crossplag Detector for identifying AI-assisted plagiarism; but should avoid relying solely on these analyses (Ibrahim, 2023). Both instructors and students should become familiar with AI-powered tools through training and tutorials integrated into ESL writing courses. Additionally, educators should design English writing assignments that promote originality and critical thinking, making it more difficult for students to rely on pre-

existing content. Assignments should include multiple stages—such as drafts, peer reviews, and revisions—to monitor students' progress and creativity throughout the writing process. Providing constructive feedback is crucial, as instructors can highlight instances of plagiarism and offer guidance on improving originality and academic integrity. Instead of concentrating just on the finished output, writing evaluations should emphasise the learning process and skill improvement.

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