

## **Appropriation by Translation: The Case of Iraqi L1 Humanities Researchers Writing for Publication**

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### **ABSTRACT**

Due to the urgent need of publishing in Scopus journals, many if not most Iraqi L1 University instructors in the humanities of whom use English for specific purposes, are compelled to write for publication in English. Therefore, a new writing method has been in work in the Iraqi academic discourse community today and which is referred to in this paper as *appropriation by translation*. This method uses the translingual technique of translation directly or indirectly. By directly it means translating via a machine a text written in language (A), to language (B) directly without any modifications done to the original text or its translation. The indirect way, on the other hand, involves two steps where by a text is altered before or after translation by means of certain writing techniques such as, paraphrasing, summarizing or patchwriting. In order to verify what has been mentioned some qualitative data has been gathered. This involved conducting an online survey and distributed it to (50) L1 Iraqi instructors in the humanities. The analysis of the results show that *appropriation by translation* is a common writing method among Iraqi L1 humanities instructors writing for publication in English. Thus, more discussions and studies should be carried out for reducing the potentialities of such a writing method within the Iraqi academic discourse community.

**Keywords:** appropriation, translingual translation, back-translation, translated plagiarism.

## النقل بواسطة الترجمة: حال الباحثين العراقيين في التخصصات الإنسانية الذين يكتبون لغرض النشر بالإنكليزية

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### الملخص

نظرًا للحاجة الملحة للنشر في مجلات سكوبس، فإن العديد من أساتذة الجامعة العراقيين في العلوم الإنسانية، إن لم يكن معظمهم، والذين يستخدمون اللغة الإنجليزية لأغراض محددة، يضطرون إلى الكتابة باللغة الإنجليزية عند النشر في بعض المجالات العالمية. ولذلك، فقد تم العمل بأسلوب جديد في الكتابة في مجتمع الخطاب الأكاديمي العراقي اليوم، والذي يشار إليه في هذه الورقة *النقل عن طريق الترجمة*. تستخدم هذه الطريقة تقنية الترجمة اللغوية بشكل مباشر أو غير مباشر. ويعني بالمباشر ترجمة نص مكتوب باللغة (أ) إلى اللغة (ب) مباشرة عن طريق الآلة دون إجراء أي تعديلات على النص الأصلي أو ترجمته. ومن ناحية أخرى، تتضمن الطريقة غير المباشرة خطوتين حيث يتم تعديل النص قبل الترجمة أو بعدها عن طريق تقنيات كتابة معينة مثل إعادة الصياغة أو التلخيص أو الكتابة الترقيعية. ومن أجل التحقق مما ذكر، تم جمع بعض البيانات النوعية. وتضمن ذلك إجراء استبيان عبر الإنترنت وتوزيعه على (٥٠) مدرسًا جامعيًا عراقيًا في العلوم الإنسانية. يُظهر تحليل النتائج أن النقل عن طريق الترجمة هو أسلوب كتابة شائع بين مدرسي العلوم الإنسانية العراقيين الذين يكتبون للنشر باللغة الإنجليزية. وبالتالي، ينبغي إجراء المزيد من المناقشات والدراسات للحد من إمكانيات أسلوب الكتابة هذا داخل مجتمع الخطاب الأكاديمي العراقي.

**الكلمات المفتاحية:** النقل، الترجمة عبر اللغات، الترجمة العكسية، الترجمة المسروقة

### 1. Introduction

Publishing in *Scopus indexed journals* has become an urgent issue within the Iraqi academic discourse community today. More and more Iraqi university instructors are finding themselves compelled to publish in highly advanced international journals which, in most cases, require submissions written in English. Part of this need stems from the procedures put, recently, by the Iraqi ministry of higher education, holding every university instructor to publish in Scopus journals. Adhering to this procedure could, actually, be a primary determinant in successful academic evaluation for most instructors, especially, novices.

However, many, if not most, Iraqi university instructors have Arabic as their first language (L1) and have only studied English in the formulized setting of schools and universities. Thus, writing academically in proper and disciplinary English might be quite challenging for most of them.

The challenges faced by academic writers when writing for publication, specifically those writing in a second/ foreign language as opposed to those who write in their first, are being thoroughly studied and documented (Li, 2002; Hyland, 2004; Flower, 2007; Howard et al, 2010; Pecorari, 2014; Abdul-Ameer, 2020). While most of these studies focus on investigating conventional aspects of academic writing, such as *citation practices*, some controversial writing strategies have emerged lately and which, the researcher believes, needs immediate study and investigation, such as: *altering previously published texts, then translating them in another language without appropriate attribution*" which in this paper is referred to as *appropriation by translation*.

It is important to mention that writing for publication in English might be a common practice among hard science researchers in the Iraqi academic context. This could be due to the fact that most research in the hard sciences involve the use of English as the medium of instruction. During their graduate and post-graduate studies a large number of hard science instructors have studied some, if not most, of their disciplinary courses in English. Being now faculty members they also get to teach, in their departments, using English too (Abdul-Ameer, 2024). For this, they are believed to be able to write in English academically and technically. As for the humanities (except departments of English), Arabic is the medium of instruction for most subject courses; teaching English never exceeds teaching grammar for one or two hours a week. This is the case of English in both the graduate and post-graduate level of study. Nevertheless, when willing to publish in Scopus journals the Iraqi L1 university instructor is supposed to be able to

produce a highly technical academic paper in English. Not being able to do so, some writers might tend to copy long chunks of source material in an unconventional and nonacademic way (*ibid*) or they might resort to the textual practice mentioned above, each of which may be recognized as *plagiarism* (*ibid*).

It should be noted that most research on plagiarism have mainly focused on *linguistic plagiarism* (Coulthard, 2004; Coulthard and Johnson, 2007; Pecorari, 2008; ), where writers copy verbatim from other texts without attribution. Sousa-Silva (2014:72) notably points out to the straightforward way by which this type of plagiarism can be detected and which mainly involves making use of the various analytic tools provided by linguistics. Nevertheless, limited studies have been conducted to investigate the other type of plagiarism, *plagiarism of ideas* (Toury, 1995; Bassnett, 2002; Pecorari, 2008; Sousa-Silva, 2014), where writers tend to copy the *ideas* of a text by reproducing them in totally *new language*, making it hard, if not impossible, to detect.

*Plagiarism of ideas* can take different forms such as when a writer summarizes or paraphrases a text using new language without giving credit to the original text; or when translating a text written in language (A) to language (B), also without appropriate documentation. As far as the researcher's knowledge, studies are being conducted to investigate into the former practices (Roig, 2001; Clarke, 2006; Weyland, 2007, Howard et al, 2010), while little attention has been put in studying the latter practice "*plagiarism via translation*."

It must be recognized that incorporating translated texts into one's own writing could be a legitimate academic writing act only if the source of that translated text is acknowledged and put in proper documentary format. Otherwise, *unattributed translated texts* can bring the act of translation very close to verbatim copying which could lead to

plagiarism. Consequently, it is to this latter practice that the current study aims at studying.

## 2. Literature Review

### 2.1. Understanding "appropriation by translation"

Reviewing literature on *plagiarism via translation* show that three basic practices can be recognized, "*translated plagiarism*" (Turell:2004), "*Back-translation*" (Jones,2009), and "*translingual plagiarism*" (Sousa-Silva,2014). Although the above terms may have different proposals, they all seem to share the same perspective that using translated texts without attribution is an act of academic misconduct which needs more academic consideration.

In a study conducted by Turell (2004), four Spanish translations for one of Shakespeare's plays were examined. Using a comparative reading method, Turell compared the four translations against each other with no regard to the original English text only when disputable issues of translation occur. It was found that long chunks of unattributed repeated language was quite evident among the four translations (ibid). Turell labeled the textual act as "*translated plagiarism*." Despite the significant findings of the study, the study examined texts which belong to the same language. That is, similarities between the translated texts and others from different languages where not examined.

Jones (2009), on the other hand introduced what he called "*Back-translation*", where writers translate a text written in a particular language and then *retranslate* it back into its original language. In this case a *double translation* procedure is followed, which may involve translating a text written in English into another language and retranslating it back to English. Jones (2009) managed to prove that this type of translation strategy has been quite pervasive not only among L2 students but among most L1 native English students, especially when writing their assignments.

Similarly, Sousa–Silva (2014), identified what she called "*translingual plagiarism*", where writers "lift the text from one language, have it translated into another language, and subsequently reuse it as their own." Like (Jones, 2009), Sousa–Silva's (2013) study involved a double translation procedure. She examined how some texts written in English are translated into Portuguese and retranslated to English again. However, she went a step further in declaring the fact that such a translation practice is a common one even in nonacademic writing.

Another form of plagiarism by means of translation can be identified, that is, when writers take a text written in their first language (for example Arabic) and before translating it to another language (English) they *alter* the original text by adding or deleting some linguistic items; or the *alternation* may occur on the translation. This type of translation act, which in this paper, is referred to as "*appropriation by translation*," is, to some extent, different from the previous ones in two main ways. First, it is a *unidirectional* procedure where texts are translated from one language to another, one being the original text (either taken verbatim or altered) and the other being its translation. Second, the act involves the practice of *appropriation* which can be defined as "expressing the ideas of others in entirely new language" (Pecorari, 2008:6). In taking this definition into consideration and combining it with the act of translation, two types of appropriation by translation can be identified, a *direct* act and an *indirect* one. The former involves simply translating a text from language (A) to language (b), as shown in example (1), while the latter may involve introducing mild changes to the original text before or after translation, as shown in example (2).

In example (1) a passage has been taken from an Arabic text about philosophy written by Dr. Hussam Alalussi. The translation was done by *Google translation* (<https://translate.google.iq/?hl=ar>):

### **Example (1)**

**Original Arabic Text:**

لا يعلم احد متى بدا التفلسف, قيل بأسئلة طاليس عن اصل الاشياء, وهذا تبسيط, لسؤال اسبق من هذا حتى في الأساطير يوجد سؤال ومحاولة اجابة, بمعنى يوجد اشكال. الاندهاش عند أرسطو واخرين مثل شوبنهاور, اعتبر سبب السؤال والتفلسف, لكن مع الاندهاش او بدونه, كان اصل كل تفلسف, بل كل معرفة هو علاقة الذات بالموضوع.

**English Translation**

No one knows when philosophizing begin. It was said with Thales' questions about the origin of things, and this is a simplifying. The question is earlier than this. Even in mythology there is a question and a try to answer, meaning there are difficulties. According to Aristotle and others, such as Schopenhauer, amazement was considered the reason for questioning and philosophizing, but with or without amazement, it was the origin of all philosophizing, and indeed all knowledge, which is the relationship between the subject and the object.

In the example it could be noticed that the English translation contains a number of grammatical mistakes that could be easily spotted by any EL reader. In some cases such kind of mistakes are considered good clues for plagiarism detection. It could indicate that the text has been translated by the help of a translation tool and used without making any kind of modifications on it. Considering the two texts above, one can easily declare that the English text is plagiarized by means of translation from the Arabic text.

However, not all cases of plagiarism by translation can be that straightforward. In many cases the detection could be extremely hard especially when the translated texts involve the act of altering before translation. In this act writers tend to alter the original text either by paraphrasing it or by introducing mild changes to its words and structure. Example (2) below shows how this act works.

**Example (2)****Original Arabic Text:**



لا يعلم احد متى بدا التفلسف, قيل بأسئلة طاليس عن اصل الاشياء, وهذا تبسيط, لسؤال اسبق من هذا حتى في الأساطير يوجد سؤال ومحاولة اجابة, بمعنى يوجد اشكال. الاندهاش عند أرسطو واخرين مثل شوبنهاور, اعتبر سبب السؤال والتفلسف, لكن مع الاندهاش او بدونه, كان اصل كل تفلسف, بل كل معرفة هو علاقة الذات بالموضوع.

#### Appropriated Arabic Text before translation

ربما لا نعرف بالضبط متى بدأ الإنسان بالتفلسف حتى لو زعم البعض انه قد بدأ مع طاليس وأسئلته عن أصل الأشياء, غير أن ذلك فيه تبسيط هائل إذ حتى الأساطير تنطوي على اسئلة مطروحة مع اجوبتها. ويعتبر ارسطو وشوبنهاور ان الاندهاش هو السبب الاساسي خلف طرح التساؤلات الفلسفية. ومع ذلك فأن علاقة الذات بالموضوع تعد أصل كل تفلسف سواء مع الاندهاش أو بدونه.

#### English Translation

Probably, we may not know exactly when man began philosophizing, even if some claim that he began with Thales and his questions about the origin of things. However, this is a huge simplification, as myths contain questions that are posed and have answers. Aristotle and Schopenhauer consider astonishment to be the main reason behind raising philosophical questions. However, the relationship of the self to the object is the foundation of all philosophizing, whether with or without amazement.

If not conventionally documented, the two English translations in example (1) and (2) could be considered instances of evident plagiarism. It is likely, though, that writers using the direct way of translation, such as what is shown in example (1), would put themselves under suspicion of plagiarism more than those who follow the indirect way, as in example (2). Introducing some alternations to a text would definitely push its translation away from the original text and, thus, from plagiarism accusations.

In sum, the direct way of *appropriation by translation* is a one-step method whereby a text is translated via a machine from language (A), say Arabic, to language (B), say English, directly without any



modifications done to the original text or its translation, as illustrated in figure (1). The indirect way, on the other hand, involves two steps through which a text is altered before or after translation by means of certain techniques such as paraphrasing, summarizing or patchwriting as shown in figure (2).

Highlighting what has been mentioned earlier, such type of translation if not academically attributed could, in most cases, result in plagiarism. However, it is beyond doubt that plagiarism through the use of translation is, somehow, hard to detect and which is mainly why it has not been seriously explored.

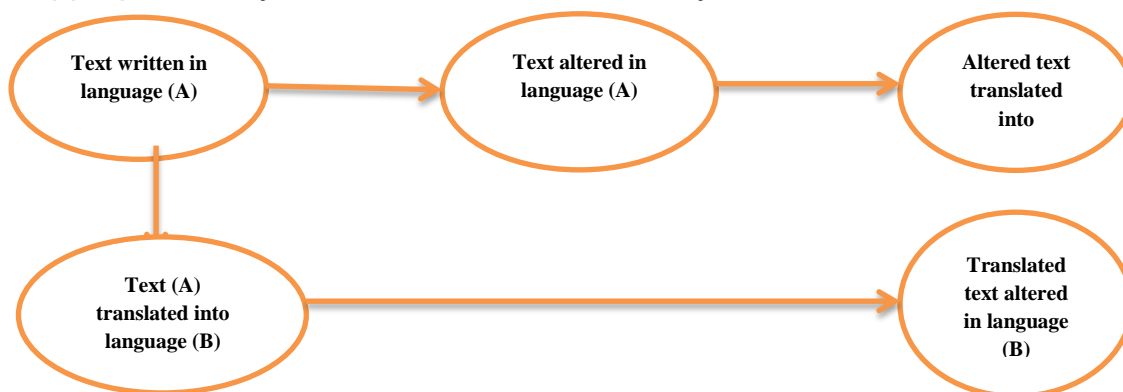
### Figure (1)

*Appropriation by translation– the direct way*



### Figure (2)

*Appropriation by translation– the indirect way*



## 2.2. "Appropriation by translation" in the Iraqi academic context.

Undoubtedly, plagiarism detection tools have the ability to detect linguistic similarities between two texts written in the same language. Conversely, spotting similarities between cross-linguistic texts can be quite hard given that the language of the original text is no more similar

to its translation. Nevertheless, if this type of act is ever spotted it can have serious consequences within any academic discourse community.

In a case reported recently in one of the Iraqi universities, a novice instructor working as an *Assistant Lecturer* at a humanities department was accused of having translated from Arabic to English a previously published paper written by an Iraqi professor in an Iraqi academic journal. Being a member of the committee which was held to investigate in the case, I asked the instructor a number of questions which were later the main reason why I conduct this study at the first place. Although, the instructor admitted doing the act, s/he justified it as being a common practice among most Iraqi humanities researchers writing for publication in English. The following are some extracts from the instructor's responses to some of the questions raised by me and the members of the committee. It should be noted that both questions and answers were in Arabic, the instructor's mother tongue, and that only those answers relevant to the current study have been translated.

Regarding the issue of publishing in English, the instructor claims that: Publishing in Scopus journals is hard for any Iraqi instructor even those who are advanced members of academia and especially in humanities. It is the language, you know, it is hard for us to write in our disciplines using English. That is why we make use of Google translation to help us translate some texts. By the way most of us do this.

However, when asked about whether s/he thinks that translating texts without appropriate documentation is an act of plagiarism or not, the instructor goes on arguing that:

I didn't copy the exact Arabic wording, I translated it into another language, English. I even sometimes paraphrased the Arabic text using my own language before translation. Do you mean that I should put an in-text citation for my own words?

It is likely that the novice instructor has some inconvenient knowledge involving the way translation should be dealt with in academic writing. Part of this could be attributed to ignorance in academic writing literacies in general. However, a point which deserves attention, the researcher believes, is the act of appropriation before translation. The novice instructor admitted the fact that s/he has paraphrased some passages before translation without appropriately referring to the original text.

In the light of what has been mentioned, it is urgent to investigate whether this type of translation practice is common among Iraqi novice instructors in the humanities when writing in English for publication. In order to do so, an online survey has been conducted and distributed to a number of humanities instructors from various Iraqi universities. The survey included an *open ended* and a *close ended* questionnaire. The way the data of the study has been gathered and analyzed will be detailed in the next section.

### 3. Methodology

#### 3.1. Data Collection: The Questionnaire, Participants, and Setting

For carrying out the investigation of the study, a *mixed research method* was employed. This type of method combines both *qualitative and quantitative* elements of research, providing "deeper insights into real-life problems" (Tenny & Brannan, 2022). Therefore, an *online-questionnaire* has been conducted and distributed to (50) novice instructors writing for publication in the humanities and from various Iraqi universities.

Choosing a questionnaire as a research tool is done for two main reasons. *First*, its ease in reaching large number of participants not to mention the relative speed of responses. *Secondly*, and most salient, questionnaires in general are thought to be very effective research tools when coming to study *sensitive topics* such as what is being investigated in this study (McNeeley, 2012; McLeod, 2018). Large

number of participants can participate and respond electronically without the fear of being known. As such, the respondents were ensured by a note mentioned at the beginning of the questionnaire that all information provided by them will be highly confidential, after all, names are not even required.

The questionnaire was designed using *Google form* and written in the participants' first language, i.e. *Modern Standard Arabic*. It contained *10 questions* evolved around the major theme of the study. Five questions, from 2 to 6, were *close-ended* demanding a (yes), (no) and (undecided) answer only. While the last four questions, from 7 to 10, were *open-ended* which require some sort of detail when answering. Participants in the open-ended part were asked to write down their opinions regarding the use of translation in academic writing and to state the difficulties they face when writing for the sake of publication in English. The English version of the questionnaire appears in figure (3). The analysis of the questionnaire data will be shown in the next section.

### 3.2. Data Analysis

#### 3.2.1. Analyzing the close-ended responses

The analysis of the *close-ended* part was carried out by the help of an *Excel spread sheet* which opens up directly from Google form. Excel sheets can provide a range of statistical tools which can manage large number of questionnaire responses quite easily. However, analyzing the responses to the *close-ended* questions does not require complex statistical operations, so frequencies and percentages were the basic statistical functions used in the analysis. Table (1) shows the frequency of responses and percentages for the close-ended questions (2,3,4,5,6) of the questionnaire.

#### Figure (3)

*The Questionnaire (English version)*

**Dear Participants**

*The questionnaire seeks to reveal how Iraqi humanities researchers write for publication in English. This includes the way you translate from other Arabic texts and integrate the translation within your own writing. The questionnaire consists of 10 open-ended questions each of which addresses a certain issue regarding the problem of the study. The researcher ensures all participants that the answers will be highly confidential and no names are required. Thus, the researcher hopes that all the participants would answer the questions imposed with credibility and objectivity, thanking you all for your cooperation and participation in the study.*

**The questions**

1. What is your Specialty?

2. Have you ever published in a Scopus index journal, or have thought of publishing in one?

Yes    No    Undecided

3. Do you think that it is hard to publish in a Scopus index journal?

Yes    No    Undecided

4. Do you think that writing in English is the main reason why most researchers in the humanities find it hard to publish in a Scopus journal?

Yes    No    Undecided

5. Do you think that translation is an effective technique for writing in English academically?

Yes    No    Undecided

6. Do you think that most researchers in the humanities translate from other texts when they write for publication in English?

Yes    No    Undecided

7. If you translate an Arabic text and use the translation in your research would you refer to the original text? If yes, how?
8. What do you think of machine translation in academic writing?
9. In your opinion, what are the difficulties most researchers in the humanities face when wanting to publish in highly advanced journals?
10. Beside translation, what other techniques could be used by Iraqi researchers in the humanities when writing for publication in English

**Table (1)**

*Frequencies and Percentages for the close-ended questions*

QUESTIONS	RESPONSES					
	Yes %			No %		
	Undecided %					
2. Have you ever published in a Scopus index journal, or have thought of publishing in one?	50	100 %	0	0%	0	0%
3. Do you think that it is hard to publish in a Scopus index journal?	41	82 %	7	14 %	2	4%
4. Do you think that writing in English is the main reason why most researchers in the humanities find it hard to publish in a Scopus journal?	42	84 %	6	12 %	2	4%
5. Do you think that translation is an effective technique for writing in English academically?	45	90 %	4	8%	1	2%
6. Do you think that most researchers in the humanities translate from other text when they write for publication in English?	48	96 %	0	0%	2	4%

The results in table (1) show a significant agreement in the way participants responded to the five close-ended questions of the questionnaire. Concerning the first close-ended question (question 2), all participants (100%) responded by (yes), meaning that the participants have either published in Scopus journals or have the intention in doing so. As for questions (3) and (4) more than (80%) of the participants agreed to the fact that it is difficult to publish articles in Scopus journals and for most of them English was the main reason why it is that difficult. As for questions five and six, more than 90% of the respondents responded by *yes* to the fact that translation is the main technique followed by most Iraqi humanity researchers writing for publication in English and the most effective one too.

In order to gain in-depth insights on the way these responses do actually reflect the real issue of translation practices among Iraqi instructors in the humanities when writing in English for publication, the respondents were required to answer the remaining four open-ended questions of the questionnaire (questions 7,8,9,10).

### **3.2.1. Analyzing the open-ended responses**

A *thematic analytic method* was adopted towards the open-ended questionnaire data, which involves examining responses thoroughly to identify commonly *repeated topics* and *ideas*. The *thematic analytic method* is considered a very flexible method of analysis which is mainly related to *qualitative* research (Braun and Clarke, 2006). In principle, it requires three main steps: *reading*, *coding*, and *categorizing*. However, the researcher had to carry out an additional step, *translating*. Conducting the questionnaire in Arabic required translating the responses into English. This step came immediately after the second step (*coding*). It should be noted, though, that only those responses which served the main purpose of the study were translated. Each



response translated was given a number along with the number of the question answered (Q7/R1– Q10/R50).

Thus, the researcher first *read* the responses in search for reoccurring topics and then *coded* and *translated* only those frequent themes which were brought up by the participants in their responses. Finally the translated responses were *categorized* under basic themes related to one of the four open-ended question.

Regarding the four open-ended question (7–10), the following themes can be recognized:

### ***1. Ignorance in documenting a translation***

All participants seemed to agree to the fact that documenting a translated text is a mandatory academic writing practice. This was quite evident from the responses to the first open-ended question which is:

- *If you translate an Arabic text and use the translation in your research would you refer to the original text? If yes, how?*

It is a common fact that identifying the original text is part of the norms and conventions of academic writing. Despite this, the participants showed notable confusion of how translation should be documented, as shown in the two responses below:

[Q7/R5]

*Sure I would. When I translate from a source I always refer to the original text by a foot note, I write the full information in the foot note and then in the reference list. I write the last name of the author and the title of the book.*

[ Q7/R45]

*Of course, we must identify the source when we copy from it. For me translating is just like copying. So I usually refer to the author and date of the original text in an in-text citation. It is also recommended that we include the page number.*

As noted above, 100% of the participants agreed to the necessity of source identification when translating for academic purposes. Likewise this agreement in responses extended to the next question.

## ***2.Using Google translation is inevitable when writing for publication in the Humanities***

As for the second open-ended question which is:

- *What do you think of machine translation in academic writing?*

All participants (100%) admitted using *Google translation* as a *machine translation* tool when writing in English for publication. In fact, most of the participants (82%) went on claiming that no Iraqi L1 academic writer could actually write a paper in English without the help of a machine translating tool. Although the reasons put by the participants for such extensive use varied, they all seem to share a common reason which is, writing in English for publication is a challenging task for all Iraqi L1 academic writers in the humanities even for advanced members of Iraqi academia.

[Q8/R12]

*I think that Google translation is very necessary for us in the humanities. We do not know how to write in English so all of us without exception use Google translation, even professors do.*

[Q8/R17]

*For me machine translation is important, most of my work in English is based on using Google translation. I cannot think of an instructor in my department who does not use it. What is important I think is how we use it. Translating is like copying we must know how to document the original text.*

[Q8/R40]

*I think it [machine translation]is useful, it can help us in the humanities to publish in journals which require English. I think in the sciences they*

*might need it less than us in the humanities because they have studied in English most of their courses.*

### **3. Writing in English for specific purposes**

As for the responses to the third open-ended question, which is:

*– In your opinion, what are the difficulties most researchers in the humanities face when wanting to publish in highly advanced journals?*

Most participants (80%) pointed to English as being the major reason why researchers in the humanities face difficulty in publishing in Scopus journals. While (20%) of the responses ranged between the demanding publication requirements most journals put for submissions and the expensive fees for publication.

[Q9/R1]

*Writing in English would be the first reason why we face difficulty in publishing in Scopus. I think we need to be taught in the humanities how to write in English related to our specialty. Writing in English academically is not like English used in everyday life. It is hard to write in highly technical English and most journals require specialized English language.*

[Q9/R20]

*Definitely, writing in English would be the major reason why we find difficulty in publishing in Scopus journals.*

[Q9/R22]

*It is not a matter of writing in English only but it is how to write academically and technically in English. So, it is not a matter of using normal English rather we should use specialized English.*

The responses to this question seem to conform what has been mentioned earlier in the paper that writing in English could be one of the basic challenges most researches in the humanities face when wanting to publish in Scopus index journals. Interestingly, when coming to the

last open-ended question, the responses triggered a quite important issue which, the researcher highlighted earlier too.

#### ***4. Translating after appropriating the original text***

Responses to the last open-ended, which is,

*– Beside translation, what other techniques could be used by Iraqi researchers in the humanities when writing for publication in English,* show that most participants pointed out to a very important textual practice which the researcher has pointed out previously in the introduction that is, the act of *appropriation* before or after translation.

[Q10/R7]

*I think that beside directly translating a text some researchers paraphrase the original text and then translate their paraphrasing.*

[Q10/R18]

*Another technique which I sometimes hear my colleagues do is changing some words from the original text so it would seem different when they translate their own words.*

[Q10/R31]

*To be honest, most of us change the original Arabic text before translating it into English. We actually paraphrase the text before translation.*

[Q10/R36]

*I sometimes change the translation by using synonyms or deleting some English words so as not to be considered direct copying.*

The vast majority of responses related the act of appropriation with the act of translation. More than 80% of the participants declared the fact that they do not use the exact translation of an original text without introducing some changes either to the original text or its translation. 53% of the participants state that they usually paraphrase the Arabic text before translation, while 27% of them state paraphrasing the English translation.

The four themes that have been presented can give effective insights on how some Iraqi university humanities instructors write for publication in English. In fact, combining the close and open ended results of the questionnaire can give compelling evidence to support the claim made previously about how pervasive the act of *appropriation by translation* is among Iraqi university humanities instructors writing for publication in English. Thus, more studies need to be conducted within the Iraqi academic community for finding pedagogical ways to *detect unattributed translated* text in academic writing.

#### 4. Conclusion

This paper has focused on investigating a controversial writing strategy that has emerged recently within the Iraqi academic community and which, in this paper is referred to as "*appropriation by translation*." The strategy has been defined as, *changing the language of previously published texts before or after translating them*. In the light of the theoretical material discussed and building on the findings presented an overall conclusion could be drawn, which is, "*appropriation by translation*" is in action within the Iraqi academic community today, though considered very close to plagiarism.

Given the demanding process of publishing in Scopus index journals which require submissions written in English, it is obvious that the act of "*appropriation by translation*" will continue to spread. What makes the matter worse is the basic fact that such an act could be extremely hard to detect. Therefore, it would be quite important that every Iraqi academic member, especially administrators and those in charge, understand how the process of "*appropriation by translation*" works and how to avoid it. More studies need to be conducted for trying to find ways to detect this type of act. Moreover, English for specific purposes also needs to be facilitated from the early stages of specialization to the more advanced levels of education.

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