

EFL College Teachers' and Students' Perceptions of the Nature and Causes of Plagiarism

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My Motive:

iThenticate Webcast Series

Top Plagiarism Scandals of 2013

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Best Plagiarism Plagiarism Checker Tools

- ▶ Dear Dr Roya Khoii,
- ▶ We are sorry to inform that your paper failed the iThenticate plagiarism test as it scored a high similarity score. There is a need **for substantial revision**. As a result, your paper is not deemed original (or already published elsewhere) and cannot be processed further, as such it is rejected. The report is attached to this email for further information. I hope you will find this feedback useful.



Introduction:



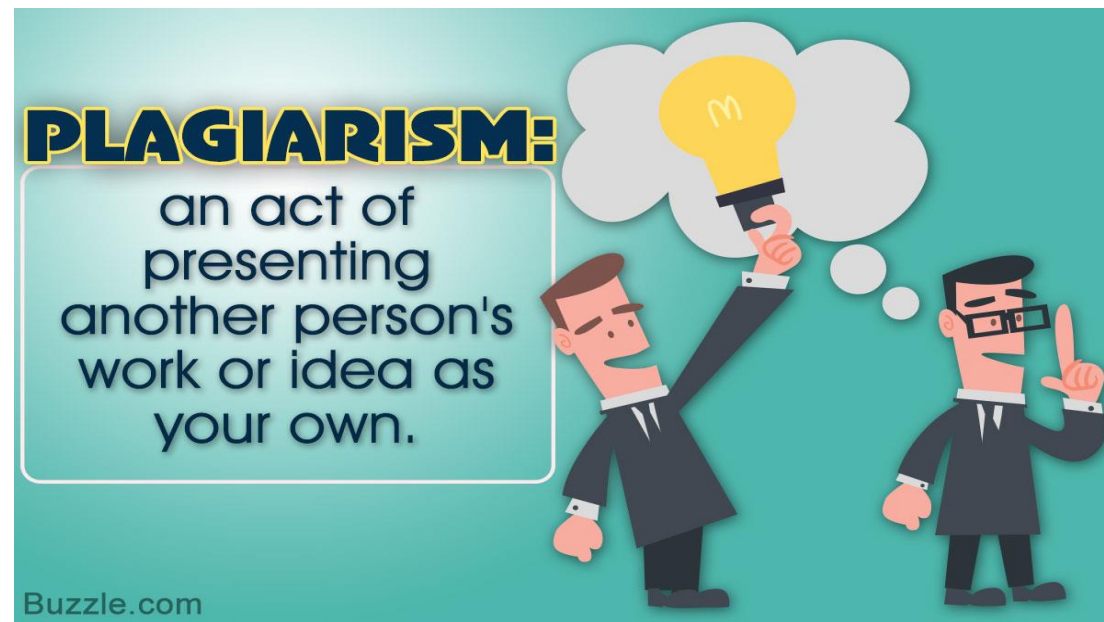
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- ▶ **Raising awareness about and taking preventative measures against academic transgression and scientific misconduct** have always been a priority in academic and scientific circles. However, plagiarism still frequently takes place.



What is plagiarism?

- ▶ The illegal use of another's work, ideas, methods, or words without citing the original author.



Paraphrasing someone else's words and attempting to pass it off as your own.

Taking your own previously published work (to which you've sold the rights) and reusing all or parts of it in a new work. (this is self-plagiarism.)

Submitting someone else's work with your name on it.

4 TYPES OF PLAGIARISM TO AVOID

Using parts of someone else's work in your own without citation.

~~CTRL+C~~

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- ▶ Despite the great attention paid to this issue in academic journals and settings, plagiarism occurs at large, and many students, scholars, and even politicians are still accused of committing it. Some may claim **ignorance**, and some could be breaking the rule to meet **deadlines**.



Different values among Eastern and Western societies

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In Asian societies **memorizing and word-for-word copying** are considered valued methods of learning, while paraphrasing is seen as changing the truth. This is quite the **reverse** of Western societies (Gu & Brooks, 2008).

Unlike the West, in the East knowledge is believed to **belong to all**, and what authors say is accepted as fact. Thus, **critical treatment of sources is seen as disrespectful conduct** (Pecorari, 2003).



- ▶ **Justifications for Plagiarism:**
- ▶ **Cultural differences:** Focusing on cultural differences as the main factor leading to plagiarism might disguise its **complicated nature**.
- ▶ **Insufficient language and general study skills in foreign language studies programs**

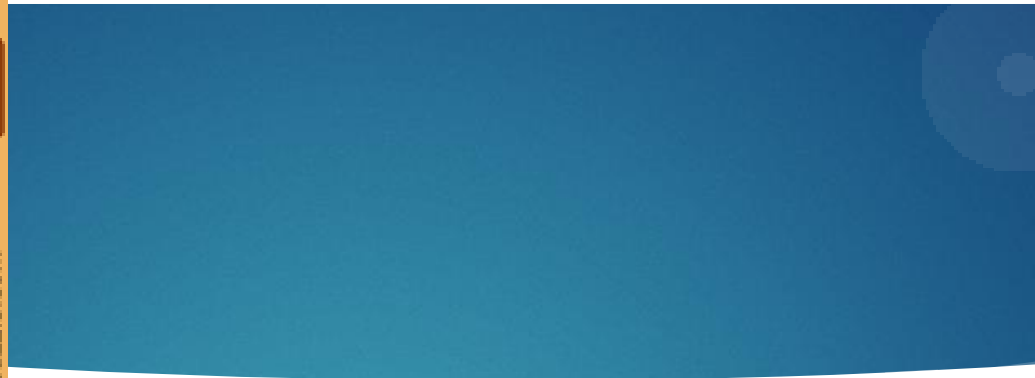
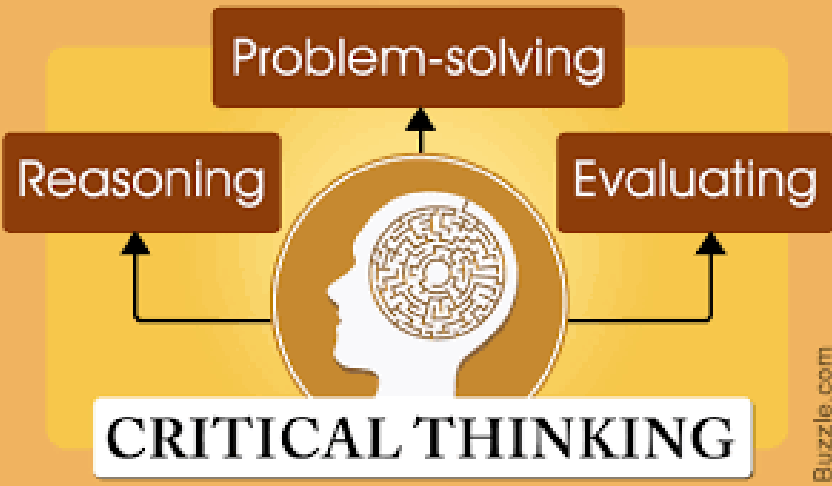


ROLE OF INTERNET:



- ▶ A **big source** for plagiarism is the **internet** (Pecorari & Petrić, 2014).
- ▶ Merely blaming the internet is a “failure to recognize and reward originality” (DeVoss & Rosati, 2002)





- ▶ We should enable students in our classes to be thoughtful online researchers and careful, critical writers.
- ▶ Plagiarism-related issues can provide a scaffolding for discussions relating to appropriate research, good writing, similarities and differences in research spaces, intellectual property rights, and the pitfalls and potentials of electronic media.
- ▶ With broader and more intense information dispersion, teachers will have to help prepare students to do research in online spaces. This is incredibly exciting work because many of us are on the verge of a turning point in our teaching: We're currently moving from a more how-to approach to a rhetorically savvy, complex, and critical approach to Internet research.

Plagiarism and perceptions of students and faculty studies:

- ▶ US and Canadian universities: While observing a serious stance against copy-and-paste plagiarism using the internet among the participants, a mild attitude to paper-based plagiarism was reported (McCabe, 2005).
- ▶ US college students: The participants thought other students are more likely to commit plagiarism than they are. They also believed some types of plagiarism are more serious than others (Fish and Hura, 2013).
- ▶ A comparison of the perceptions of undergraduate students and faculty members revealed no significant difference, while showing a significant difference among male and female members of faculty (Pritchett, 2010).
- ▶ An investigation of professors' ability to detect plagiarism in students' paraphrased texts demonstrated that even experts may





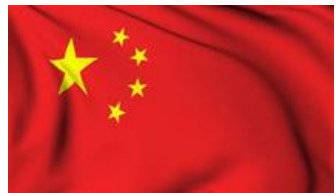
- ▶ Interviews with international graduate students and disciplinary professors on the role of student–professor relationship dynamics on student text production showed that it is, ultimately, the graduate students’ responsibility to develop practical research skills and to learn to abide by plagiarism policies (Abasi & Graves, 2008).



- ▶ Indonesia: A study of international students’ understanding of plagiarism indicated that for the majority of the participants the concept of plagiarism was a “completely unknown” and foreign notion (Kutieleh & Adiningrum, 2011).



- ▶ Two studies: Providing students with in-class and online training modules on the subject leads to significantly lower levels of plagiarism (Owens & White, 2013).



- ▶ Not only in China but also in Italy, patch-writing is encouraged among students of disciplines such as history and science (Hu, 2001).





- ▶ Japanese students across a variety of disciplines lack proper training on plagiarism and authorship (Rinnert & Kobayashi 2005).
- ▶ Studies on the use of anti-plagiarism software report significant decreases in student plagiarism after its introduction into the grading process (Belter





- ▶ A study of the perceptions of faculty members towards plagiarism and self-plagiarism highlighted the need for clear warnings against plagiarism and the use of plagiarism detection software (Ghajarzadeh et al., 2013).
- ▶ A study of the roots and consequences of academic cheating among Iranian Medical students concluded that both individual and communal factors lead to student plagiarism (Aghajani et al., 2012).
- ▶ A study of the motives behind academic dishonesty in Iran, identified the following major factors (Darouian & Faghihi 2012):

Credentialism

Preferring quantity over quality

Lack of preventative measures



- ▶ An extensive survey of 500 EFL master's students in 28 universities across Iran: Plagiarism was prevalent among the participants, and that their perceptions of the seriousness of plagiarism predicted their rates of plagiarism (Mahdavi–Zafarghandi et al., 2012).
- ▶ A study of nearly 100 undergraduate and graduate TEFL students: While the participants discerned direct copying as plagiarism, they



RESEARCH QUESTIONS:



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1. What are EFL college students' perceptions of the nature and causes of plagiarism?

2. What are EFL college teachers' perceptions of the nature and causes of plagiarism?

Participants:



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- ▶ Twenty EFL university professors and 40 Iranian MA and PhD students (both male and female) in the field of TEFL partic



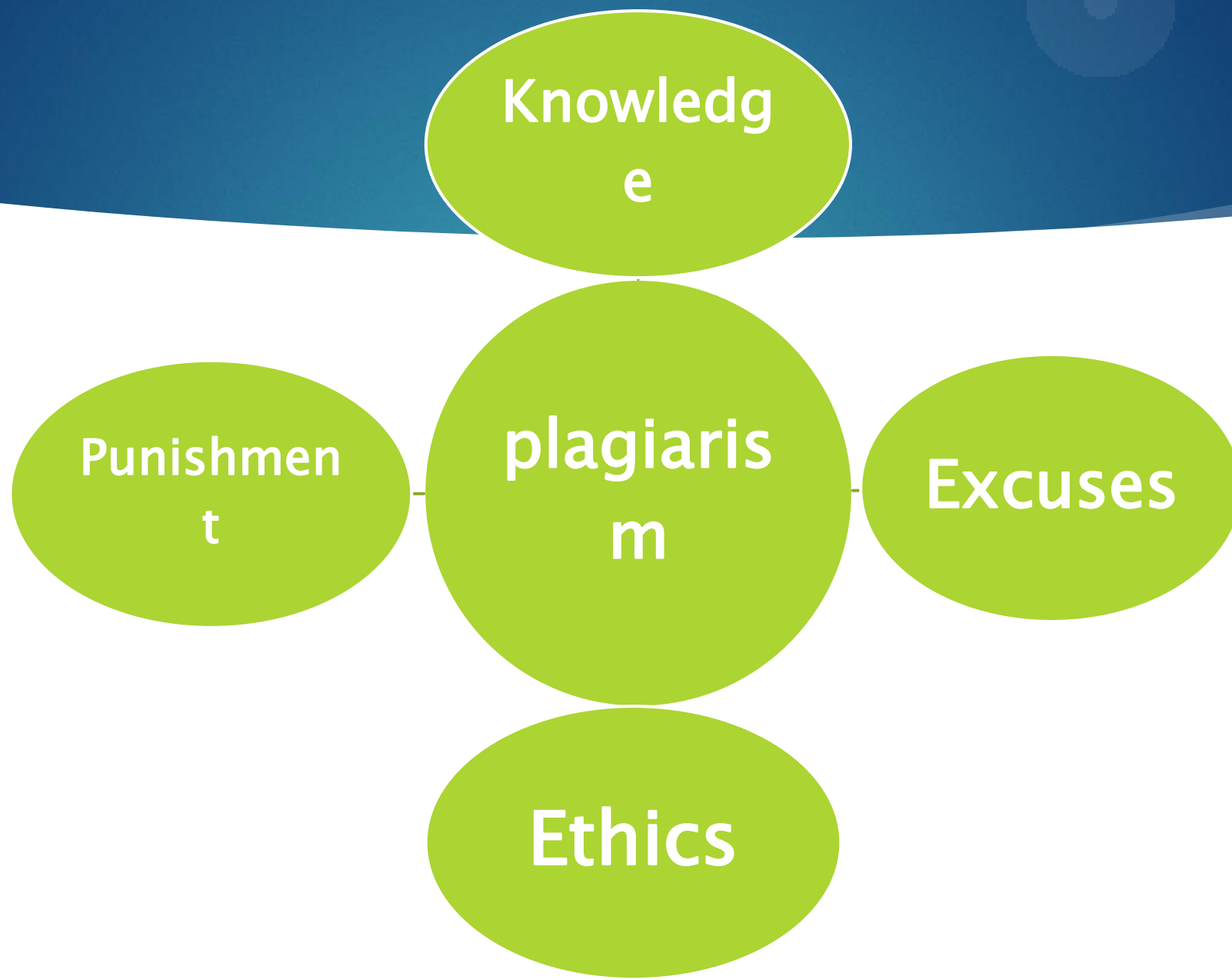
INSTRUMENT



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- ▶ An English questionnaire was used to collect the required data.
- ▶ The questionnaire consisted of 30 statements with which the participants agreed or disagreed with on a Likert-scale basis.
- ▶ Each statement was followed by five choices from (1) Strongly Disagree (SD=1), (2) Disagree (D=2), (3) Neutral (NS=3), (4) Agree (A=4), and (5) Strongly Agree (SA=5).
- ▶ The Cronbach's Alpha reliability of the questionnaire was equal to .847.





DATA COLLECTION AND RESULTS



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- *The teachers did not show an in-depth understanding of all aspects of plagiarism.**
- *About 75% of them believed in accepting some excuses for justifying plagiarism.**
- *However, they seemed to agree with punishing plagiarism and observing ethical codes in academic writing.**

- *The students scored as low as the teachers regarding their knowledge of plagiarism.**
- *However, they did not seem to agree strongly with acceptance of excuses for plagiarism.**
- * Their scores on the necessity of punishing plagiarism was lower than teachers, while they followed their teachers regarding the observance of ethics when quoting other**

Teachers AND Students:

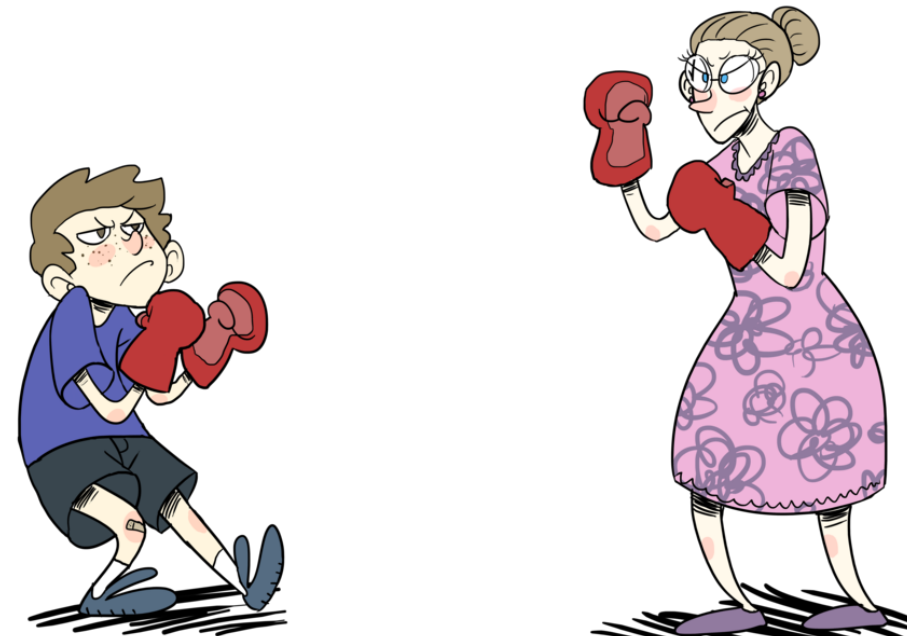
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- ▶ Do not show a good understanding of plagiarism.
- ▶ Both agree with observing ethical codes in academic writing.



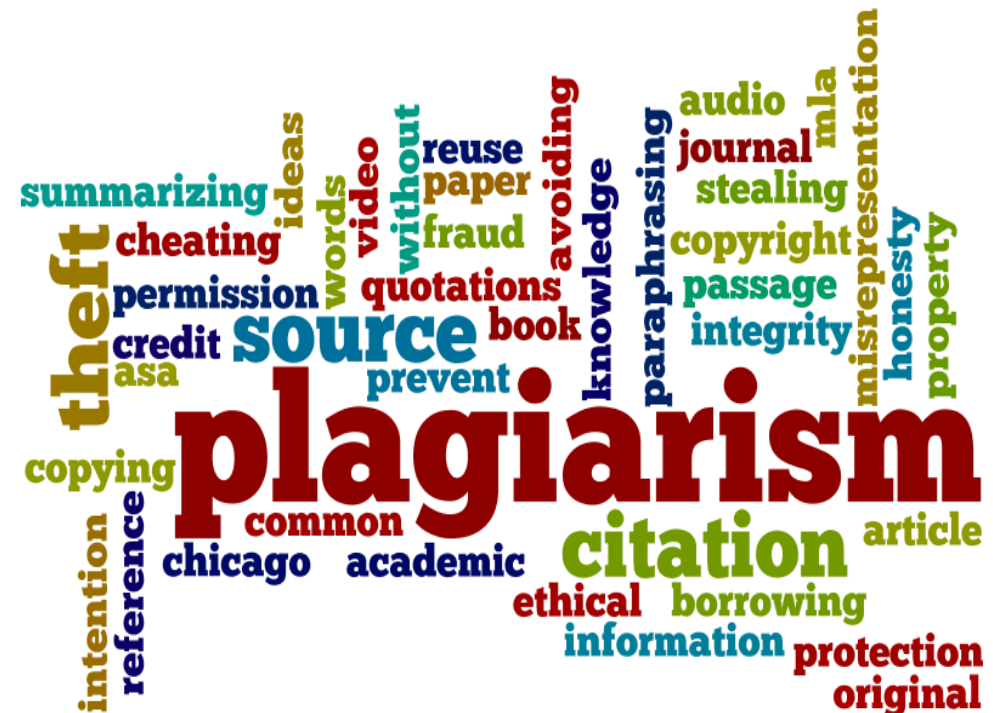
Teachers VERSUS Students:

- ▶ The teachers believed in accepting some excuses for justifying plagiarism while students did not seem to agree strongly regarding acceptance of excuses for plagiarism.
- ▶ Teachers seemed to agree with punishing plagiarism. However, students' scores on the necessity of punishing plagiarism was lower than teachers.



DISCUSSION:

- ▶ There seems to be a lack of a solid understanding of the nature of plagiarism and the ways to treat it for both teachers and students.
- ▶ Cultural roots alone cannot justify this issue.
- ▶ The participants' moderate percentage on the knowledge category can be rooted in their **teachers' lack of a solid grounding regarding plagiarism**, which can be due to **lack of training, contextual disincentives, and a general departure from taking the issue seriously in the environment.**



Conclusion:



- ▶ Instead of punishing the students for committing plagiarism, we need to punish the teachers.



MEASURES THAT CAN BE TAKE



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- ▶ Develop policies in academic environments that require taking serious disciplinary actions against violators of academic codes of conduct.
- ▶ Organize related events, workshops, and training courses for both teachers and students to provide them with a more profound of grasp of plagiarism and the strategies used to avoid it.



THANK YOU!!

