Exploring the Forms, Causes and Remedies of Plagiarism in the Academic Writing of Graduate Students in the Private Universities in Bangladesh

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Declaration

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this university or any other institution for a degree, diploma or any other certification.

Signature:

Taslima Akter

Certification

This dissertation, titled 'Exploring the forms, causes and remedies of plagiarism in the academic writing of graduate students in the private universities in Bangladesh.' by Taslima Akter, ID. 2013-2-92-006 is being submitted as a partial fulfillment of the requirements for the degree of MA in ELT.

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Abstract

Plagiarism is a well-documented problem in the academic writing of students. This paper reports on a study aimed at investigating the forms, causes and remedies of plagiarism in the graduate students' academic writing. Semi-structured interviews were conducted with five teachers to know about their own ways of defining plagiarism, tracing techniques restricting this academic theft. A questionnaire based on Likert scale was administered to 20 graduate students of two private universities to gather information about the forms or ways, causes and remedies of plagiarism. They were also given home assignments to write so that we could trace out their forms of plagiarism as proof. The data across the three tools revealed plagiarism is prevalent to a large extent in the students' academic paper which is a big threat to the academic integrity. The growth of internet use, lack of awareness about academic writing and plagiarism issue, deliberate copying through internet without acknowledgement, bad paraphrasing, students' unwillingness to work hard, lack of proper application of university plagiarism policy etc. have been found to be the prime agents of graduate students' plagiarism. By raising enough awareness among students and teachers, giving them proper training on academic writing as well as plagiarism issue and its rules to avoid it, and adopting plagiarism checker, we can reduce this academic dishonesty and subsequently originate creative writers. Suggestions for further research in wider timeframe and with more respondents are also suggested to know more about the academic document and plagiarism issue.

Key words: plagiarism, academic writing, plagiarism policy, academic integrity, internet use, acknowledgement, plagiarism checker, training

Acknowledgement

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Chapter 1: Introduction

Introduction:

This chapter will define the term 'plagiarism. It will discuss of its causes and repercussions and the necessities of controlling it from our students' writing. Everything will be reflected in its background and assumption given below. This chapter also includes the proposed research problem, hypothesis, research questions along with the scopes and limitations of this research.

1.1. Background:

Plagiarism is a weighty problem today as the Internet makes it easy to find articles and copy them. Plagiarism means to steal someone else's ideas or words and to use them and after that lying about it without crediting the original source. Simply stated it is a kind of cheating: cheating with own self, cheating with one's conscience, cheating with teacher, cheating with academic goal etc. without acknowledging the source of others. In other words, Posner (2007, pp 8-17) states plagiarism is an act of fraud and "the plagiarist does not play fair". He thinks teachers, students, scholars, writers all do plagiarism because of success. To him "success becomes a double-edged sword".

According to Tippin (2003) plagiarism refers to taking help from others' writing in preparing an academic paper and presenting it as own without explicitly acknowledging or hiding where it came from. So, "The University of Auckland Guidelines: Conduct of Coursework" specifies the plagiarism as "not acknowledging the full extent of indebtedness to a source" (Tippin, 2003).

The Oxford English Dictionary (2011) defines plagiarism as taking the work of another as "literary theft." The verb to "plagiarize" is defined as:

- "To take and use as one's own (the thoughts, writings, or inventions of another person);"
- "To copy (literary work or ideas) improperly or without acknowledgement; (occas.) to pass off as one's own the thoughts or work of (another)".

The Merriam-Webster Online Dictionary (2011 in What is plagiarism 2014, pp.2-7) defines plagiarism as

1) stealing and "passing off" other's works i.e. other's words and ideas as one's own.

2) using another's production without giving credit to the real source.

3) perpetrating literary theft.

4) presenting one's work as new one though it has been taken from an existing source.

It is a very serious issue in the academic writing. Ossa & Farah (2010) states plagiarism has become an easy way for students to complete assignments without having to do any real work for them. In today's society, it seems that some members of the current generation lack the ethics and morals of the older generation and just do not care or take pride in their work. They do not have enough confidence in their own thoughts. As Posner (2007, pp.8-80) states, "Plagiarism isn't a bad thing simply because it's intellectual theft? Although it is that. It's a bad thing because it takes the place of and prevents learning". Plagiarism encourages a lack of motivation and self-respect in students. Students who plagiarize will miss out of learning skills which are essential in many careers and become accustomed to being lazy and not using their minds and merits.

It seems that there are various reasons which can lead learners to plagiarism. These are:

- time pressure of making assignments

- pressure of making good grades

- ignorance about plagiarism from two sides- from both student and teacher

- carelessness of checking plagiarism in students' assignments

- lacking of creativity,

- over reliance on memorizing,

- a large class consisting too many students to handle each individual particularly

- practice of only intensive or limited readings inside and outside the class etc.

Ossa & Farah (2010) also think that plagiarism is a hindrance to a student's own creativeness which restricts the student learning to form his or her own opinion. This overshadows the development of the imagination power, the ability to think. As it is one kind of theft, there is no credit in plagiarizing nor does it help the students learn something in the real sense.

To avoid plagiarism, students must have complete understanding of what the plagiarism is, and the causes of plagiarism and its consequences. Teachers also need to be truly aware of the cause and effect which could prevent it. Blass (2008, pp.133-144) reports plagiarism checker is being used in America and some other countries to detect plagiarist and catch them and afterwards to punish them. In our country, it is expected to have the use of this kind of software available to stop it. Otherwise our students and total education system will suffer a lot from the several negative effects of plagiarism.

1.2. Assumption:

As students have become more internet savvy and more aware of what is out there online to help them, plagiarism is now much more prevalent and easy to them. Plagiarism may be intentional and unintentional. North American schools strictly punish both types; even suspend plagiarized learners (Blass, 2008, pp.133-144). But it seems that in our country many students even some teachers are completely unaware of it and its consequences. Plagiarism affects students' writing in a number of tangible and intangible ways. Many learners do not know how to borrow other's knowledge, words and ideas; how to give full citation of all sources (newspaper, books, journals, web articles etc.); how to use quotations, how to paraphrase and summarize etc. Moreover, when a student plagiarizes, that person loses the chance to develop critical, creative, intellectual and independent thinking. He/she perceives writing as an end product. But writing is never an end, not a linear activity; it is process based [planning, drafting, revising editing (Seow, 2002, pp.316-318), and very much recursive (planning, drafting, adding, accepting, rejecting, editing, adopting, re-writing etc.).] Writing is not just borrowing knowledge from others through plagiarism. It expects ownership by knowing how to use other knowledge in one's own is writing. It requires systematic training (how to give in-text citation, references and a lot of things).

1.3. Problem Statement:

In order to avoid plagiarism, learners need to understand that writing does not mean copying and pasting other's knowledge, words and ideas and claiming as one's own. They need to know how to be sure that they are safe knowing when and how to cite sources when they use

other's thoughts and words in their writing. They need to know how to own authorship of their own writing i.e. how to have a rightful possession of their own writing property.

1.4. Hypothesis:

If learners can be aware of what makes plagiarism and what are its consequences and can be trained to abide by the rules of using other's knowledge, words and ideas with proper citation and references, it will be possible to avoid plagiarism from students' writing.

1.5. Research Questions:

1. What forms or ways of plagiarism do we find in our students' writing?

2. What are the causes of plagiarism in students' writing?

3. How can we stop plagiarism in our students' writing?

1.6. Scopes:

Though this study has selected tertiary level learners, not only the all tertiary learners but the higher secondary level learners also will be benefitted from these research findings. Even teachers and teacher trainers will be benefitted to give learners instructions and assignments and to check them. This paper will help them to be aware of the importance of avoiding plagiarism from learners' writing as well as from their own (teachers') writing bringing academic integrity.

1.7. Limitations:

As this study selected only two universities and 20 students and five teachers (only from two private universities, not from public universities), it cannot generalize anything exactly. Other universities and other students and other teachers (both private and public) may have

different views and opinions about the forms, causes and consequences of plagiarism. And because of time constraint, this study was confined to gather data about plagiarism from only two private universities from Dhaka Metropolitan city (not from other districts). The learners were to write a home assignment on a specific topic within 1000 words. If it could allow them to write a somewhat longer paper around 2000 words, it could identify more types and ways of plagiarism. It used semi-structured interviews for teachers and a questionnaire based on Likert scale to be filled by the students to elicit the information about the plagiarism issue (forms or ways, causes and consequences). So the study cannot guarantee that it will elicit all real and appropriate answers with these tools.

Conclusion:

To get the whole idea about the proposed research area this paper has been supported with background information, assumption, hypothesis, research questions along with scopes and limitations. Here the centralized theme is- 'Exploring the forms, causes and remedies of plagiarism in the academic writing of graduate students in the private universities in Bangladesh'. In the second chapter more supportive literature, scholarly thought and ideas on this issue are presented.

Chapter 2: Literature review

Introduction:

This chapter presents an account of what has been published on a topic by accredited scholars and researchers. It is like the part of the introduction to an essay, research report, or thesis. In writing the literature review, my purpose is to review what knowledge and ideas have been established on the topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept to support my research problem and questions. It will not be just a descriptive list of the material available, or a set of summaries; it will organize them on individual theme so that a coherent picture can be drawn.

2.1. Plagiarism is a big problem:

Plagiarism is growing as a big and serious problem worldwide day by day in the students' writing. Especially today with the advent of internet it has become frequent and has taken on a new twist. Software (which allows cut and paste and access to the World Wide Web) has made plagiarizing conveniently easy and too tempting (Batane, 2010, pp. 1-12; Robillard & Howard, 2008; Walker, 2009; Power, 2009; Paynter, n.d.; Martin, 2005, pp 1-7; Carroll & Zetterling, 2009; Park, 2003). It is "attracting increasing attention" (Posner, 2007, pp.8-80). The BBC (2015) has suggested that we are facing an "epidemic of student plagiarism". Now academic plagiarism has been materialized as ''digital form'' (Paynter, n.d, p.1 and Posner, 2007, pp.8-80)). Colon (2001) and Posner (2007, p.8-80) have reported though internet has helped students to plagiarize, it has helped to detect as well. According to Hamilton (2003 in Paynter n.d., p. 43) we find the same statement: "Technology has made plagiarism easier, but it has also made it easier to detect". Turnitin.com is one of them. Hamilton 2003 and Paynter (n.d.) have reported

that in the whole world by more than 3,500 educational institutions in over 51 countries use Turnitin.com. And many New Zealand tertiary institutions such as The University of Auckland, The University of Waikato and Auckland University of Technology takes benefit from it.

2.2. Types of plagiarism:

Robillard & Howard (2008, p.3) have asserted we cannot explain plagiarism in a single perspective, it is not a unitary phenomenon rather it is a very "complex and unstable issue that must be considered from a variety of viewpoints" and a variety of perspectives. That is why they have said "plagiarism must be pluralized". "One size does not fit all when it comes to writing pedagogy."

Wager (2011) has thought plagiarism depends on different factors or features such as "extent, originality of copied material, position / context referencing / attribution, intention, author seniority, language" etc. (p.3). These features have explored different types of plagiarism that are given below through a table.

Feature	Least severe type	_____			Most severe type
Extent	A few words	A few sentences	Whole paragraph	Several paragraphs	Whole paper
Originality of copied material	Widely-used phrase / idea		Phrase / idea used by a small number of authors		Original phrase / idea
Position / context / type of material	Standard method		Describing another worker's findings		Data findings

Referencing / attribution	Source fully and clearly referenced		Source partially / inaccurately referenced		Unreferenced
Intention	No intention to deceive				Intention to deceive

Table 1: Features of different types of plagiarism (Wager, 2011, How should editors respond to plagiarism, COPE discussion paper).

2.3. Classification of plagiarism:

Shafer (2011) has given four categories to classify the forms of plagiarism of Wager (2011). These are presented below.

Category	Definition	Action: submitted paper	Action: published paper
Intellectual theft	Deliberate copying of large blocks of text without attribution	Reject paper Inform author's institution Impose sanctions (ban author)	Inform author's institution Retract paper Impose sanctions (ban author)
Intellectual sloth	Copying of 'generic' text, e.g. a description of a standard technique, without clear attribution	Either reject paper or Instruct authors to rewrite plagiarized text	Retract paper
Technical plagiarism	Use of verbatim text without identifying it as a direct quotation but citing the source	Instruct authors to credit verbatim text / identify direct quotations properly	Retract paper

Plagiarism for scientific English	Copying of verbatim text often from multiple sources	Instruct authors to rewrite plagiarized text	Retract paper

Table2. Classification of plagiarism (Wager, 2011, How should editors respond to plagiarism, COPE discussion paper.)

2.4. Causes of plagiarism:

There are many causes of plagiarism. According to Batane (2010, pp.1-12); Carroll & Zetterling (2009, pp.11-67), Walker (2009); Posner (2007, pp.8-80); Paynter (n.d., pp.11-16); Martin (2005); Park (2003 in Stevens & Stevens 1987, Davis et al. 1992), Love & Simmons (1998) & Straw (2002); and Hacker (1999 in Plagiarizing by accident: Don't let it happen to you! n.d., pp.2-5) the common causes of plagiarism are as follows-

1. One of the common causes of plagiarism is simply students do not care about it. This carelessness tendency leads them to submit their paper in the last moment. "Students who habitually wait till the last moment often rely on pilfered prose" (Hamilton, 2003).

2. Some students actually lack the understanding of basic mechanisms of writing. In that case they unintentionally plagiarize. They are not well familiar with proper ways of quoting, paraphrasing, citing and referencing. They cannot identify the meaning of common knowledge and expressions of own words.

3. Simply to get a better grade. They give more emphasis on GPA rather than learning because they believe good grade is necessary to get good carrier.

4. Some cannot properly plan and manage their time what is known as poor time management skill.

5. Students can see the course as well as the assignments as outdated and irrelevant.

6. Temptation may work in them to plagiarize as it is very much easy and readymade through online when the answer of the work becomes very much easy accessible.

7. Repeatedly they have done it and teacher cannot trace them. So they do not bother about it as penalties or punishments are not implemented seriously.

2.5. How students plagiarize?

Batane (2010), Harris (2001 in Wang n.d.), Carroll & Zetterling (2009), Plagiarism: What is it? (2007), and Paynter (n.d.) have reported the most frequent ways of plagiarism of students that are given below-

1. Some students copy from books directly but now it is not seen so much because of being caught easily.

2. Students sometimes copy from their peers. It may be stealing from structure or ides to whole paper.

3. They download a free research paper from the Web and submit it.

4. Sometimes they buy a paper from a commercial paper mill and submit it directly.

5. Copy and paste words and ideas from published source without giving proper citation.

6. Sometimes teacher encourages students helping each other but some students instead of cooperation involve in plagiarism. Then it becomes tough for the teacher to identify the line between cooperation and plagiarism.

7. Another common plagiarism is self-plagiarism i.e. they copy from their own previous assignments. "Submitting the same, or a substantially similar, assignment that you have

done for assessment in more than one course" -The University of Auckland Guidelines: Conduct of Coursework (Tippin, 2003).

2.6. Failure of citing/referencing properly:

Why do students fail to cite or acknowledge other's work properly? According to Martin (2005, p.2) "These failures are largely the result of failures in prior teaching and learning: students lack the knowledge of and ability to use the conventions of authorial attribution." Anyway, it has stated that students may not know the different rules of integrating the ideas of others and citing those sources in their texts and in references or bibliography.

Another possible reason is that teacher had tried to teach the rules but they could not apply them in their writing appropriately because of mistake as it is the "natural part of learning" Martin (2005).

It may also happen that teacher has thought students have already learnt these rules and then he has expected proper citation and documentation in research work. As context rules may vary, we cannot guarantee that we will get accurate application of these rules in their writing always. And Anderson & Obenshine (1994) have stated as different academicians and scholars may define plagiarism differently; it may cause confusion to them.

2.7. Cheating vs. plagiarism:

Power (2009) & Park (2003) have observed students perceive these two terms, plagiarism and cheating differently. They consider cheating as serious offence happened in exam but they do see plagiarism as "no big deal." According to Park (2003 in Payne & Nantz 1994) and Power (2009) they consider plagiarism as no cheating at all and they accept it as minor offence.

Anderson & Obenshine (1994) and Roig (2001) have opined plagiarism concept vary from person to person and according to discipline.

2.8. Unacknowledged copying and paraphrasing

In "Chinese ESOL (English for Speakers of Other Languages) lecturers' stance on plagiarism: does knowledge matter?", Lei & Hu (2014) reported a study of Chinese university English lecturers' knowledge of and point of view on two "intertextual practices" i.e. unacknowledged copying and unattributed paraphrasing regarded as plagiarism in Anglo-American academia. And consequently this can be implied in the wider international academic community. Analyzing on 117 Chinese university English lecturers' ratings of three short English passages and open-ended justifications of their ratings, the study found that around two-thirds and two-fifths of them considered unacknowledged copying and paraphrasing as plagiarism, respectively. It also revealed that they were good concerned about unacknowledged copying but their understandings of unattributed paraphrasing appeared divergent and ambivalent. In other words a much smaller number of the ESOL lecturers had knowledge of unattributed paraphrasing as a form of plagiarism. These differences in knowledge could be attributed to multiple factors, including the lack of the proper teachers' professional training, greater exposure to English academic writing, and the need to deal with "inter-textuality" in student writing. However, these findings suggest a need to raise Chinese university English lecturers' awareness about Anglo-American notions of plagiarism.

2.9. Copyright and plagiarism:

It seems there is considerable overlapping between plagiarism and copyright violation. Not all plagiarism is copyright infringement and likewise not all copyright infringement is

plagiarism. According to Posner (2007, *The Little Book of Plagiarism*) have stated when a copy-right expires, the work enters the public domain and then it becomes copyable by anyone. Copyright law permits us to copy the ideas of "expressive details" (such as genre, basic narrative structure, theme or message) or of facts but it forbids us to copy the "form" in which copyrightable features are copied (whether or not the work is copyrighted) without crediting the original source, it becomes definitely plagiarism. Because readers may think that these features are the invention of the plagiarist. This kind of plagiarism takes very subtle form.

2.10. Ownership and plagiarism:

Vidali (2011) has accepted the metaphor *plagiarism is theft* by Robillard used in "Pass It On: Revising the Plagiarism is Theft Metaphor". Here the metaphor indicates if anyone plagiarizes the credit is lost or passed by with unacknowledging. Robillard (2009 in Vidali 2011) has asserted that "the embodied knowledge we have of theft derives from a combination of a conception of property as a right and of a conception of a right as a moral". To express the "morality of ownership" Robillard has used Lakoff and Johnson's approach of focusing on foundational childhood experiences and quoted Stuart Green, who has claimed, "Small children and primitive man both have a sense of what it means to own things". She has helped us to understand wisely "that one has been wronged when one's property is taken without permission," and that it "simply goes without saying that stealing is wrong because we understand ownership as a right". Thus the knowledge with the ownership and theft might help in students' diverged understandings of the plagiarism is theft metaphor.

2.11. Efficient writer and poor writer:

Efficient writers know how to save themselves from mechanical copying. As Rabindranath Tagore long before said "that education is a living, not a mechanical process, is a truth as freely admitted as it is persistently ignored". According to Campbell (1994) efficient writers can proficiently use background reading knowledge. They can interact with the reading text, content and style. They plan well before writing and adopt a process approach of writing (planning, drafting, editing and revising) considering the audience, syntactical and lexical correction along with better summarizing, synthesizing, citing and referencing. On the other hand, poor writers involve themselves with deliberate copying and pasting. They do not interplay with the reading material. They cannot integrate properly facts, ideas and inferential knowledge of reading material in their writing. They just reread their material and give more time on lexical and syntactical accuracy.

2.12. Plagiarism and learning and skills:

We cannot integrate plagiarism and learning and skills together. Students who adopt plagiarism cannot uptake their proper learning from education program. Students' plagiarism breaks the breeze between learning and academic achievement. If a student works hard and uses his own knowledge, he deserves required academic credit. But if a student copies and pastes other's knowledge and ideas, he cannot show and explore his own expertise, intellectual capabilities; he never deserves an academic credit whether it is intentional or unintentional though the teacher may give him a satisfactory credit in unawareness- Carroll & Zetterling (2009). Batane (2010) has thought plagiarism impedes to promote self-confidence among learners because they cannot identify their ability to perform given tasks. When students

plagiarize, they do not get the scope to interact with the material and, therefore, are not able to "reflect on and internalize their own success and failures".

2.13. Consequences of plagiarism:

Beninghove (2010) and Blass (2008) have said plagiarism is an unethical issue and it damages the academic integrity badly. Beninghove (2010) has thought everyone needs to abide by the principle of "intellectual honesty" - that all members of any academic community need to acknowledge their debt to the ideas, words, and data of the original individuals which give the foundations of their own work. Taking help from others without giving credit gives rise of not only poor scholarship, but also leads to the failure of their learning process. As it is unethical and can have serious consequences for their future career, it also undermines the standards of your institution and of the degrees it issues. Blass (2008) has reported North American school including elementary schools, high schools, colleges, and universities forbid plagiarism seriously. Plagiarism consequences: Playing with fire (n.d.) has thought plagiarism destroys students' reputation as well as academy's reputation, it poisons the trust between teacher and student, and even it may end their future career also.

2.14. Who plagiarizes more?

Ferrell & Daniel (1995) & Brown (1995 in Park 2003) have shared some common characteristics to help us understand who plagiarizes more:

1. Gender: Male tends to plagiarize more than female, Park (2003 in Calabrese & Cochran 1990; Buckley et al., 1998, Straw, 2002).

2. Age and maturity: Young and immature students tend to plagiarize more than older and mature ones, Park (2003 in Straw 2002 and Haines 1986).

3. Grade: Who usually gets bad grades adopt plagiarism more than the better ones. But park (2003 in Leming 1980) denies this fact.

4. Students' social life: The students who are busy with social life like party and different social functions of academy try to plagiarize more, Park (2003 in Straw 2002).

5. Pressure: Peer's good grade pressure, parent's and teacher's pressure and expectation of making good grades sometimes are responsible for plagiarism.

6. Uninteresting course: If the course materials become uninteresting and students think them as unimportant, they do not try to give a lot of efforts to make their own product, Park (2003 in Gerdeman 2000).

2.15. Some steps and strategies to prevent plagiarism:

Martin (2005) and Robillard & Howard (2008) have opined teacher needs not to act as "plagiarism police'' rather he needs to encourage learning preventing plagiarism not only by academy policy and planning but also by bringing changes in assignment types and topics. Martin (2005) and Carroll & Zetterling (2009) have thought they need to involve consulting different types of research work, different sources (beyond googol) and how to cite sources and how to acknowledge other's thoughts with proper attribution in their own paper and how to write reference list with the students. Students need to be engaged in process writing- taking notes, making drafts after drafts, editing them and revising them to avoid plagiarism. They need to be given such type of work that requires search depth and it should be done slowly with enough

time. Writing Web page in the university may be opened to help them giving information about conventions of citing sources.

Carroll & Zetterling (2009) have felt to make learners assignments breaking into several parts and each with a deadline. Sometimes they may be required presenting their work orally and if it is done in group then each member of the group will present individually on their completed task. Peer evaluation of the work and more feedback from teachers need to be ensured. Teacher should give more feedback on drafts but not in their final work to hold their interest and motivation in writing. The teacher should give formative and specific feedback e.g. "you must change this" is not elaborate and general. He needs to give such assignments that will protect them to copy from existing sources, from their peers and also from their previous paper. But the assignments need to give them scope where they have enough knowledge and individual understanding of knowledge and interest. However, they need to be well informed about what plagiarism actually means and what its consequences are through workshop and discussion. And if then they attempt to deceive and they become suspected by teacher, they need to be reported about it seriously. But it should ensure evidence that they have been well informed about the work expectation and it creates a threat to the integrity of the work and there are enough facts and evidences to claim that they have attempted to plagiarize.

Plagiarism: what is it? (2007) and Blass (2008) have stated that students need to be sure always to collect the full source when they print out material from the internet so that they can cite it later. For example, in case of books and journals they need to collect the page number, issue number etc. along other information. If any words and ideas attract them really to be used as it is in their paper, they need to use quotation marks and full acknowledgement. Plagiarism: what is it? (2007) and What is plagiarism? (2014) have stated they need to have clear

understanding what is common knowledge, paraphrasing, citation, reference, editing, copyright, peer review, quotation etc. to write a paper efficiently.

Hacker (1999 in Plagiarizing by accident: Don't let it happen to you! n.d.) has suggested that learners need to keep all drafts, hand notes, printed copy of all sources, figures and diagrams with source as proof to avoid being suspected of plagiarism.

Robillard & Howard (2008) have illustrated writing from sources as "a matter of lifelong process". It should be explicitly taught even on the graduate level. Robillard & Howard (2008 in White 2007) have emphasized the need for faculty development and fostering a climate of academic integrity.

Carroll & Zetterling (2009, pp.11-67) have reported the learners' assignments should be learning oriented and that learning should not be bypassed by plagiarism. They have thought-"the more you, as a student, understand about plagiarism, the less you have to worry about it." They have meant "evidence writing" as writing from sources. The students need to know how to summarize well and take notes. Though mastering the rules of writing conventions will take time, but when they will be able to capture and master these rules in their writing, they will find "own voice" in their writing. Park (2003) has thought learners should borrow others' words as "support" but not as "substitute".

Mallon (1989) in the classic book on plagiarism- *Stolen Words* has felt the emergence of the originality of a work. He has stated that it is very much needed to know by anyone "*where did he find the words*?" Because he has believed we are imitative it is natural, but if we do not know the original, the imitation will give no pleasure to us, will give no new shape and no new color. He has proposed us a wise say-"our imitative capacities make us want to imitate not only

life but life's imitations, too." He compares plagiarism with "a permanent lie". So we need to have a good deal of possessiveness in our writing.

2.16. Use of plagiarism checker:

Batane (2010), Paynter (n.d), Park (2003), Carroll & Zetterling (2009) and Harris (2001 in Wang n.d.) have stated using plagiarism checker is very much helpful to identify plagiarism from our students' writing. Turtin.com is one of them. According to Apple Computers (2004) and Paynter (n.d) "Turnitin.com boasts a student usage of over 5 million, with an average of one new user every 20 seconds. During peak usage, it processes over 20,000 documents per day" (a figure that is expected to increase to more than 50,000 over the next year). Turnitin.com works via a technique named Document Source Analysis (DSA) which consists of the following three steps: "Digital Fingerprint Creation, Database Cross-Referencing and Web-Crawler Deployment, Originality Report Generation". Batane (2010) has reported that University of Botswana (UB) made a pilot project to fight against plagiarism through Turnitin plagiarism checker. At first students' assignments were submitted to the software without their knowledge about it and plagiarism. The results showed an average level of plagiarism which is 20.5%. Then they were introduced with it and warned that their second assignments would be checked through this software. The results showed a 4.3% decrease in the level of plagiarism among the Botswana University students.

Turnitin.com' has some limitations also. "In a culture in which copying without permission is as easy as MP3, the parameters of intellectual property are tricky – and raise new questions about where to draw the line between student trust and student freedom" – McCarroll (2001, p.16).

As its popularity is growing day by day, academics are very much concerned about the question of "Intellectual Property Protection". It is a tension now whether data on online moulds students' and academics' unique ideas.

In Paynter (n.d) most of the information regarding Turnitin.com was collected from one of iParadigms' sites (www.iparadigms.com, www.turnitin.com, www.ithenticate.com, www.plagiarism.org). Result showed that "some of the published functionality and results about Turnitin.com may also be biased". Batane (2010) has claimed the software does not have the discretion to scrutinize reports to ensure accuracy. Savage (2004 in Batane 2010) has asserted that there happens an incident of coincidental research where students may innocently use similar words or resources found from commonly researched areas. So teacher needs to be very aware to scrutinize students' work to judge as to whether the material has been plagiarized or not. Turnitin is also limited in checking everything on the net, for example, images and some computer programs. Sometimes the software cannot identify paraphrased text. Savage (2008) has given us another report on the findings from a trial of Turnitin plagiarism detection software at the University of Sydney in Australia. From this study, we have got some contests provided by students included ethical issues concerning students' privacy rights because their papers were made public by submission to Turnitin. Students also protested that by submitting everybody's work to the software, it is automatically assumed that everybody is guilty until proven innocent and "this contrasts with the universal principle of justice which assumes one is innocent until proven guilty". It was for this reason that the dean for the University of Yale, Peter Salovey, denied the use of programs such as Turnitin because they create an environment of mistrust.

2.17. Critical analysis:

Researchers believe that the act of plagiarism is growing rapidly in higher education. It is clear from the above literature of plagiarism - whether it is intentional or unintentional; it harms the students' writing. Now in other countries like America and New Zealand with the help of plagiarism detection software so readily available and in use, plagiarists are being caught at an alarming rate. So a person once accused of plagiarism will most likely always be regarded with suspicion. Though mastering the rules is time consuming, they are neither so much nor impossible. So, ignorance cannot be a long time excuse.

The advent of the Internet has made a wealth of information available for learners to research for writing papers. Some learners are using the availability of information via the Internet to improve the quality of their work; however, others are using it to simply cut and paste information into the paper. And using this technology, learners are now able to access and save numerous documents with little reading, effort, or originality as opposed to the huge amount of time it took for learners to move words from an encyclopedia to white paper and changing a few words in an effort to avoid plagiarism. Then what is the loss behind this act? Emig (1977, p.1) has thought ''writing represents a unique mode of learning''. Vygotsky (1962), Luria (1971) and Bruner (1971) in Emig (1977) have stated that ''higher cognitive functions'' such as ''synthesis and analysis (p.1)'' more fully develop through written language. Bruner (1971) also has made connection between learning and process writing by giving three ways-

    a. Enactive - by doing (with hands)

    b. Iconic - by depiction through image (with eyes)

    c. Symbolic-by statement in words (with brain)

Now my question – are we using these three things together properly in writing? To most of us the answer is *no*. Because, if it would be happened, we would not plagiarize. Two of the most important properties of human language are "creativity'' and "recursion". But if we plagiarize, there is no scope of understanding the power of using these two properties in writing.

According to McCabe & Trevino (1993, 1997, 2002), learner cheating is becoming a campus norm, institutions of higher education are lacking an honor code and adequate penalties, and there is little chance that a learner will get "caught" – due in part by lack of faculty support for academic integrity policies.

It seems appropriate to rethink - why learners choose plagiarism? Are their societies allow them to do or are their moral ethics allow them to do? Sullivan & Pecorino (2002) have considered morality to be a social phenomenon because moral behavior is based on situations in which humans are living with others. For example, inappropriate use of another's work is legally wrong in the United States and considered to be morally wrong by many people in the country. Cultural values have an important influence on personal ethical behavior (Sullivan & Pecorino, 2002). Then the natural claim is that the more ethically sensitive a person is, the better he/she is able to recognize the presence and importance of an ethical issue.

Many researchers have claimed that many learners do not care about doing plagiarism which is one of the common causes of plagiarism (please see page 9 above, causes of plagiarism). So, it seems that the problem is in our learners' perceptions about plagiarism. As an example, Young (2001) has reported that learners do not see the process of cut and paste without quoting or referencing as a problem. Today's learners are accustomed to downloading music, sharing files, and reading articles for free – making it seem acceptable to submit plagiarized

work. Young (2001) has quoted Donald L. McCabe, a professor at Rutgers University, as saying, "A typical attitude I hear from high school learners is 'if it's on the Internet, it's public knowledge, and I don't have to cite it'" (p.1).

Writing can be considered as a process of documentation where it allows ideas and thoughts to be expressed in a more formal manner. This being the case, writing thus plays a crucial role "to encourage reflexion because it captures the original experience so it will not be lost" –Zuckerman & Rajuan (2000 in Mc Niff & Whitehead 2006). Students are seen duplicating sentences taken from the sources materials without paraphrasing and/or giving proper citation, thus, committing acts of plagiarism. Based on these concerns, it requires to feel to develop an intervention strategy through our action research in order to incorporate and expand certain available strategies that may assist students in acquiring crucial skills in developing critical responses to a text which would allow them to produce engaging academic essays.

Martin (2005) has talked about bringing changes in assignments given by the teacher and Carroll & Zetterling (2009) has thought there should have enough scope to use learners' own knowledge. It will create an avenue of respective learners to form of enquiry that enables them to investigate and evaluate their work. They will ask themselves, 'What am I writing? What do I need to improve? How do I improve it?' Then learners are required the in-depth reading they develop on the topic/questions given in their assignments from the external sources such as journal articles and reference books, with their critical response as well as the analysis of the elements of the work and produce an insightful and informed discussion. This way they will connect their own knowledge plus others' knowledge being analytical and critical writers. They will not just wait for others' knowledge.

It is expected to agree with Lewis, Duchac & Beets who in 2011 said, in a nutshell, "plagiarism is a tricky concept" in academic writing. Publishers sometimes neglect to emphasize the varied perspectives of plagiarism. They need to be more responsible to fight against plagiarist work and therefore, to promote quality based and research based work in the academia.

Ultimately, it is important to educate students about what constitutes plagiarism, the repercussions of plagiarism, and what tools are available to enhance research as opposed to perpetuating plagiarism.

Conclusion:

The literature review presented above has assisted us to gain knowledge about what is plagiarism, what are its causes and remedies in critical appraisal. In the next chapter methods and techniques and tools of data collection will be presented.

Chapter 3: Methodology

Introduction:

In this chapter, the systematic, theoretical analysis of the methods applied to my field of study to collect data is presented. It will comprise the theoretical analysis of the body of methods and techniques associated with the reflection of research questions. Information of the respondents and description of the research tools are presented in the subsequent sections.

3.1. Participants

The participants of the study were twenty graduate students (10 from each university) and five teachers who were from 'East West University' and 'Asian University of Bangladesh'.

3.2. Methods and techniques of data collecting

Step 1**:** Learners were given a home assignment to write on a topic (the advantages and disadvantages of group work and pair work in a language class) in 1000 words (each learner were given the same topic) using books and internet materials. They were required to write from the materials selected for this study so that their assignments can be checked properly.

Step 2: Then their assignments were collected and analyzed thoroughly to trace out the forms of plagiarism existed in their writing.

Step 3: A questionnaire based on Likert scale with 33 items was prepared. Few items (5 items) were adopted from Yang (2014) as they seemed appropriate for the context of the present study. Because as per our context of Bangladesh it seemed that the situation would be different along with the forms or ways, causes and remedies of plagiarism from our graduate students' academic paper. The questionnaire based Likert scale was filled by the target student respondents.

Step 4: Semi-structured interviews were conducted with the teachers to know about their own definition of plagiarism, how they detect plagiarism from their students' writing and what steps they take and their suggestions to stop plagiarism etc. The interviews were audio recorded and later transcribed for better analysis.

Step 5: Then a thorough analysis of students' written document, the questionnaire data and semi-structured interviews was made. Then on the basis of the all collected data some solutions to stop plagiarism were proposed in recommendation part.

3.3. Research tools

- Document analysis

- Likert scale based questionnaire for the students

- Semi-structured interviews with teachers

Conclusion:

This chapter has assisted us to know about the research procedure to collect data, research tools etc. In the next chapter data findings and data interpretation will be presented.

Chapter 4: Data Findings and Interpretation

Introduction:

In this chapter, the data analysis and interpretation has been done to transform the collected data into credible evidence through organization and categorization.

4.1. Data interpretation process:

To make sense of the data and to properly analyze them, reading and re-reading of the text of their written document was done. Then listening to audio recordings with their transcribed data was checked and scrutinized very carefully. The quality of the data which are complete and understandable and which are likely to add meaning and value was checked. Then the data was organized and coded and categorized. Once the categories had been identified, it was tried to

- sort and assemble/group all data by theme
- sort and assemble data into larger categories
- count the number of times certain themes arise to show relative importance
- show relationships among categories

For frequency analysis and cross tabulation of the questionnaire based Likert scale data SPSS version 22 has been used. The chart or graph has been used to illustrate the textual content. The data presented in the chart/graph has been accurately interpreted in the textual discussion. Then the data has been analyzed descriptively. The other data found from students' documents and teachers' interviews also have been descriptively presented and analyzed.

4.2. Data findings and analysis from teachers' interview

4.2.1. Data findings:

4.2.1. a. Common themes in teachers' interview:

The commonalities we find from the teachers' interview are that they were well familiar with the term plagiarism. Everyone agreed in one point that it is absolutely a big offence, a clear case of crime. They defined plagiarism as acts of using someone else's words and ideas in one's own writing without crediting the original author and not attributing appropriate acknowledgement to the actual source and they (students) intend to claim that these are as their own not putting things in their own words. We can present an utterance of a teacher to support the view of plagiarism which is " it is absolutely right to borrow someone else's writing and use it in your own writing as far as academic practices go but if you don't give credit to the actual writer it becomes the example of plagiarism, linguistically".

Every teacher stated readily that most of the graduate students perpetuate plagiarism. They pointed out basically two reasons in common for students prolonging in this crime. These are (a) most of the students have a disposition not to devoted their time to work hard. (b) easy access to others' assignments, term paper etc through internet. For example, a teacher found through his own observation that

> Even 100% people use internet as their primary source of plagiarism. By people I mean graduate students. They even don't read hard paper, book and plagiarize from there, because they have to type them. They are not willing to work hard that level as well.

They (students) involve in plagiarism so that they can produce their research papers or other academic papers quite easily and instantly without intensive reading of so many sources or

works and analyzing them and generating their own ideas and organizing them in the proper way. Some teachers also thought this can be intentional and unintentional. Unintentional, because a number of students are unaware of this issue; they do not know how to avoid it. The teachers blamed that up to higher secondary level and even after coming to the university they are completely unaware of it. "There is no orientation, no training, no instruction about academic writing up to higher secondary level and completing higher secondary level students are entering into universities without orientation."

Everybody except one opined that university clearly has a policy about plagiarism that is "zero tolerance" but in practice the situation is different. "But the problem is university whether actually takes steps to make them aware of plagiarism because it is natural many people plagiarize only because they do not know it is a crime" though "it is university officially holds zero tolerance … But still it is occurring". It is a prolonging social practice in our country.

The teachers said in the interviews they adopt three techniques in common to trace plagiarism in the students' academic paper.

a. As teachers have a personal assessment of students' own individual writing skills throughout the course, they can differentiate the mismatch between students' original writing skill with the students' copied writing put on the academic paper. As one said "I have an idea who can write what".

b. They can find out the differences in the different paragraphs. For example, it makes teacher think "Why this person write excellently in the first paragraph and a very dull manner in the second paragraph".

c. If they doubt of plagiarism they searches in the google. As a result "Sometimes surprising things come out [say that] whole paper has copied or downloaded from the website".

Some of the teachers preferred to precaution students before assigning academic papers. They felt the emergence of proper counseling after detecting plagiarism in the students' paper. They also chose reduction of marks for their crime. Anyway, depending on the severity of crime they impose punishments to make students avoid plagiarism. For example, in the extreme cases they cancel the paper and for the less serious cases they prefer to reduce the marks.

Almost all teachers suggested the need for proper training students on academic paper as well as plagiarism issue- what is it, how to use other's writing, how to cite, sum, quote, paraphrase etc. to stop plagiarism from their writing. Moreover, most of the teachers strongly emphasized creating awareness on this serious issue. Some teachers also talked about the need for plagiarism checker and imposing punishments heavily to stop it from our students' writing.

4.2.1. b. Different themes in teachers' interview:

While a teacher stated plagiarism is not a new issue in our country, another teacher thought it is a recent issue in our context. As we observed more or less every teacher defined plagiarism in the same way, one teacher added more. He clarified plagiarism from two perspectives: linguistic plagiarism (borrowing other's language and ideas without acknowledgement in what way every teacher defined) and conceptual plagiarism (not using other's language directly but putting them in their own language without acknowledgement to pretend that they are their own). He opined it is easier to detect linguistic plagiarism for the normal readers but it is too tough for them to do the same the conceptual plagiarism. Only "well read, well learned and well versed" reader can identify the second kind of plagiarism. Another

teacher informed us that plagiarism issue may be very "sensitive and advanced" in an academia in a culture outside, they do not permit to copy even "slightest idea" but in our context teachers are sometimes is not so rigid and they "wouldn't mind" and are "happy" with "minimum requirement" that is when their students do not copy quote to quote without acknowledgement.

One teacher stood strictly against the comment- plagiarism can be intentional and unintentional by other teachers. She believes nobody can plagiarize without intention.

We got some more explanations regarding causes of plagiarism from a teacher. He connected lack of social integrity with the lack of academic integrity. "In every sectors in our country… you see something, I mean, lack of integrity. So, of course, definitely all these have some visible or some invisible impact on our education arena."

To him, lacks of morality, temptation to get good grades and no severe punishment for plagiarism are also responsible. They attempt "targeting to get good marks, good grades, not to achieve good knowledge."

Where most of the teachers stated readily that they have clearly laid a policy about plagiarism though it cannot be implemented always in practice, only two teachers supported us by giving some specific reasons. These are as follows-

a. Huge number of students

b. No plagiarism checker software

c. Students always do not submit their soft copies and

d. Before implementing the law students are not aware of the plagiarism issue, they do not know the "meaning of original expression" etc.

A fact has come out from the Interview about university policy about plagiarism. He vividly reported that their university has an academic disciplinary committee to punish cheating in the exam like cancelling the script and economic punishment etc. But they have no specific policy.

Though some students copy and paste information from different sources, they cannot always synchronize them properly in their own writing (for example, 1st paragraph is written in 11 font in Ariel where 2nd paragraph is followed by 12 font in Times New Roman) and we find some "irregularity in the formation of sentences" and in the development of the ideas of paragraphs. And sometimes they write "completely beyond their imagination". These clues along with the other strategies mentioned above help some teachers to trace plagiarism in the students writing.

To warn students about plagiarism after tracing it in their paper, a teacher preferred to share the link of plagiarism in the Facebook group for a particular course. He found that open book exam is very effective to catch the plagiarist and lessen it by facilitating them to generate their own original ideas and language. Another teacher stated that "we cannot teach ABC, it is difficult for teachers". She illustrated that before assigning assignments to the students she explains to them "write in simple own words, own thoughts, own free style". She complained "they hear but do not follow" and "they are the majority".

We have got some valuable suggestions from teachers to stop plagiarism from our students' writing from their interviews. These are as follows-

a. There is no alternative to more reading or studying books and other documents to extend our knowledge. Reading needs to be connected with writing. Students need to study more

sources, then pick up their relevant points and write them in their own language, quote with quotation marks with acknowledgement.

b. When students receive proper training on academic writing avoiding plagiarism they will feel confident to write and choose the honest way.

c. We need to bridge the huge gap existing in our academic practices prolonged in our society about plagiarism through proper orientation, instruction and training etc.

d. In the first step students need to know how to paraphrase well instead of adopting memorization. Then in the second step they can be taught how to acknowledge others' writing.

e. Teacher believes in "developing own critical thinking, own critical comment, own judging ability." She strongly feels "to produce good or original thinkers but not good copier."

f. The exam questions and topics in the academic paper need to be critical and also creative to generate their own production. Because teachers believe "every human being is capable of writing." She has also recommended every teachers and students to read the book of Peter Elbow- *Everyone can write.*

g. Writing is so much valuable though it is mostly immaterial thing in the capitalist society. Before avoiding plagiarism we need to be aware of why we will write originally and why we will avoid it. Otherwise, the policy, the measures to stop plagiarism will not succeed. "Sometimes… most of the time immaterial things have more value than the material objects. We need to understand it before long before our death."

h. However, students need to keep all the drafts and submit them with the final paper if required.

i. Oral presentation of the paper can be taken to ensure that this paper has been prepared by the student himself/herself.

4.2.2. Data analysis:

In the same culture and in the same context we will get some common opinions along with some differences and new information about plagiarism, it is natural. How the teachers see plagiarism issue is very close to how the experts define plagiarism in the literature review. Because whether it is linguistic and/or conceptual plagiarism, students use others' thoughts and words not crediting the original source is the main fault. Now if the question arises- what is the fault in not acknowledging the original author? First of all it is totally lying and stealing other's production. It will be clear if there is an example like if anyone wears a mask of anything or anyone, he/she does not become that thing or that one permanently though temporarily he/she may appear so. He/ she cannot acquire the characteristics of that thing genuinely. But temporary advantages cannot bring permanent learning. And without permanent learning as well as original creation and production, permanent and new knowledge will never be generated. As a consequence the main goal of academic integrity will be badly damaged. So intentional or unintentional, whatever it is, it never brings any goodness for any academy, for any writer.

Teachers think as students are more internet savvy and are not willing to work harder, they involve in plagiarism more. In literature review we have seen students sometimes have poor time management skill which causes them to get more dependent on internet. Some other students think they simply do not care about it (please see the page no.9 above). One teacher denies the poor time management skill excuse rather he strongly supports the unwillingness to work hard. As he gives an evidence from his own experiment

I have given them the assignment topic 1 week before and I found that they plagiarized. Then I have given the topic before 15 days, still they plagiarize. Then experimentally I gave before1 month, my idea was that to give them more time, so that they can study and write their own unique ideas but this time also I found they plagiarized

Besides, temptations to good marks, lack of severe punishments are also responsible for plagiarizing what researcher also said in literature review (please see the page no.9 above).

Some teachers say it is easy and some say it is too tough to detect plagiarism. Especially one teacher said when it is linguistically or technical plagiarism it is easy but when it is conceptual it is tough. We also agree with them. For example, when a proficient student or writer paraphrase well it is too tough to trace. Because the entire time teacher will be well familiar with all the articles or sources put on the students' writing is not right. It will not be our natural expectation. Besides we know from Savage (2004 in Batane 2010) even plagiarism checker also cannot detect this type of plagiarism.

We have been informed that many graduate students are plagiarist. So, if we talk about steps, we will see every teacher prefers much the precaution before assigning assignments, term paper or any academic paper for the purpose of creating awareness among students. Even after tracing plagiarist paper, they give proper counseling and reduce marks and sometimes in the extreme cases paper is also cancelled. One teacher also gives links on plagiarism issue in the Facebook group and takes open book exam to generate genuine information. If so, our question is- even after that why do so many students still plagiarize? The answer is in their interview that up to higher secondary level they are completely unaware of it and even in the university level they do not get proper treatment on this plagiarism issue. As a result, another comment has also come out from another teacher that though they got precaution but they did not heed or follow. It

happens that they are not accustomed to avoid it for the long days better we can say they are not coming out from the social practices for many days. As one teacher said in interview that teaching ABC about plagiarism in the graduate level is tough. Another teacher has also shared that "many of my colleagues do not have clear idea about plagiarism." So, there is a scope of thinking where many teachers themselves do not know about plagiarism, how they will teach students to avoid it.

To maintain academic integrity and academic dishonesty in writing having a strong policy about plagiarism is crucial which universities have i.e. zero tolerance but its implication in real practice is not so strong. Because many limitations still exist in our academia like huge students, no plagiarism checker, many teachers themselves do not know well about plagiarism and academic writing as well. And one teacher also confessed that for some limitations they have no policy as well. As policy is not being implemented properly for its limitations, may be that is why still so many learners do plagiarize. Still plagiarism is not taken as so serious issue in our country. "Like in our context we would expect our students to … not directly copy from somewhere… without acknowledging. If they don't do that… that is our minimum requirement and we are happy about that." But it is expected to disagree here, it means in education we need not to be happy with "minimum requirement". Where we will give off, we need to be aware of that. Otherwise, Yang (2014) thinks university policies could lead to confusion due to its lack of explanations on the application of plagiarism in different contexts. There is a need to be optimistic like one of the teachers who believe if government takes proper steps like reducing cheating in the public examination, controlling plagiarism will also be materialized. Because, it is already said though the rules of controlling plagiarism are varied but not so much.

Everybody has opined that plagiarism is a punishable act. With more emphasis they have suggested to creating awareness about it. It is required to think so because where we will saw our seed this is important, otherwise we will not get right kind of fruit. We will not understand what we are cultivating year after year (i.e. other's thoughts) and what is going away from us. As one teacher said "when you are allowing your friend to copy from your own copy, you are actually allowing him/her to steal something more valuable than gold." Another matter is that though sometimes precaution is taken before assigning academic papers on avoidance of plagiarism, many students do not follow, so training is must on what is plagiarism, how to sum, paraphrase, quote, synchronize and organize them etc. to build up their confidence in writing. Besides keeping all the drafts and submitting them with the main copy, submitting soft copies, reading more and more, oral presentations and imposing punishments are also right kind of decisions to reduce plagiarism from our writing. Really there is a need of good searcher of knowledge instead of good searcher of google. As one teacher in interview meaningfully expects we need to change "tendency to 'search' 'google search' rather than research." Then there will originate the root, original writer instead of better copier to maintain our academic integrity.

4.3. Data findings and analysis from the questionnaire

4.3.1. Data findings:

4.3.1. a. *Forms or ways of plagiarism:*

1. Preparing academic paper through directly copying from books, internet and other sources

Preparing academic paper

Item 1 and 2 were designed to know whether students deliberately copy from books, internet and other sources and when they copy if they cite in preparing their academic paper (e.g. assignment, homework, term paper etc.). It is found that 25% students always directly copy and 45% students sometimes copy and 20% students occasionally copy and 10% students deny it. When they copy from these different sources, 30% of them always provide citation and 30% sometimes do it. And where 15% students cite occasionally, 25% students never provide citation at all (see figure 1 & 2).

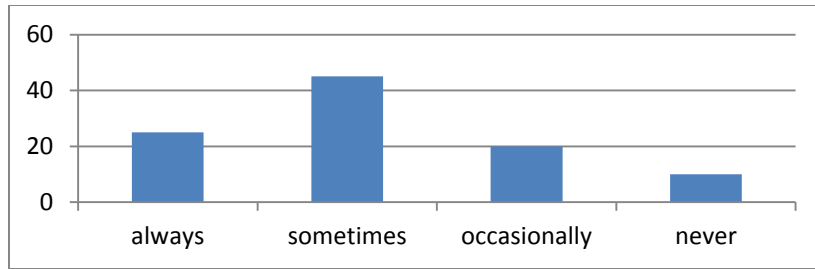| Preparing academic paper through directly copying from books, internet and other sources	Frequency	Percentage
always	5	25
sometimes	9	45
occasionally	4	20
never	2	10
total	20	100

Figure 1: Preparing academic paper through directly copying from books, internet and other sources

2. When copying citing sources

When copying citing sources	Frequency	Percentage
always	6	30
sometimes	6	30
occasionally	3	15
never	5	25
total	20	100
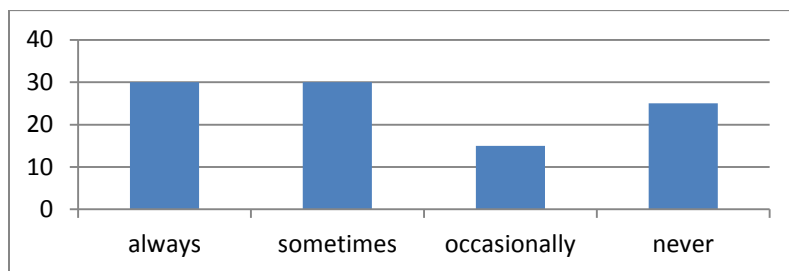
Figure 2: When copying citing sources

3. Copying only some sentences

Extent of copying

Item 3, 4 and 5 were designed to measure to what extent students copy. While 15% students confess that they always copy only some sentences and also whole paragraphs, 60% students sometimes copy only some sentences and 20% students copy whole paragraphs. 20% students occasionally copy only some sentences and 25% students copy the whole paragraphs. But nobody always or even sometimes copies the whole paper, 35% students occasionally do it and 65% completely deny it (see figure 3, 4, 5).

Copying only some sentences	Frequency	Percentage
always	3	15
sometimes	12	60
occasionally	4	20
never	1	5
total	20	100
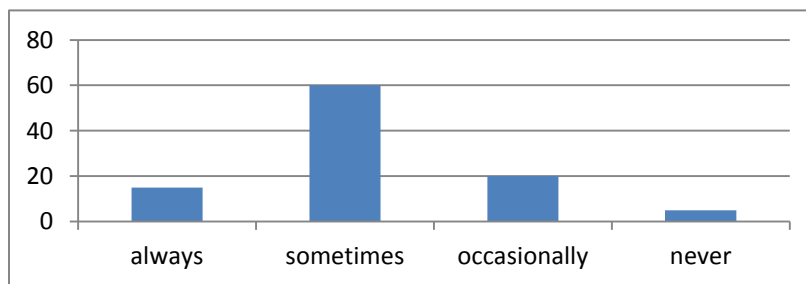
Figure 3: Copying only some sentences

4. Copying whole paragraphs

Copying whole paragraphs	Frequency	Percentage
always	3	15
sometimes	4	20
Occasionally	5	25
never	8	40
total	20	100
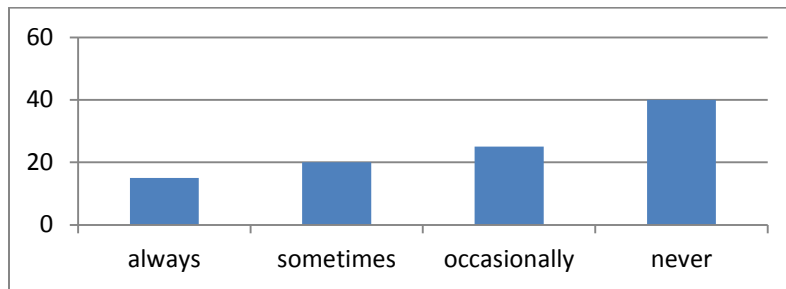
Figure 4: Copying whole paragraphs

5. Copying whole paper

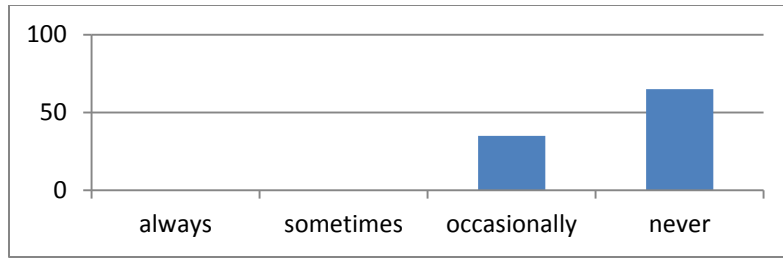| Copying whole paragraphs	Frequency	Percentage
always	0	0
sometimes	0	0
occasionally	7	35
never	13	65
total	20	100

Figure 5: Copying whole paper

6. Paraphrasing different sentences/paragraphs without citations

Paraphrasing sentences and paragraphs

Item 6 and 8 were about knowing their paraphrasing different sentences and paragraphs. 35% students always paraphrase different sentences or paragraphs without providing proper citations, 15% sometimes do it. 30% students admit they occasionally do it, 20% students state they never do this. Now we see how they perform paraphrasing. 40% students always perform paraphrasing through changing some words around and in sentences and withdrawing quotation marks to pretend they are their own production. 15% students do the same act sometimes and 20% students do it occasionally. But 25% students never do this (see figure 6, 8).

Paraphrasing different sentences/paragraphs without citations	Frequency	Percentage
always	7	35
sometimes	3	15
occasionally	6	30
never	4	20
total	20	100
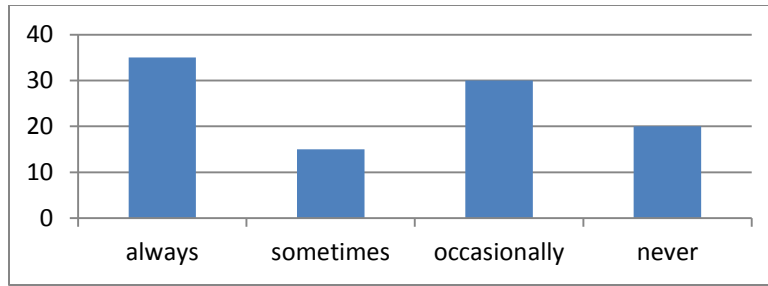
Figure 6: Paraphrasing different sentences/paragraphs without citations

8. Withdrawing quotation marks and changing some words to show they have been

paraphrased

Withdrawing quotation marks and changing some words to show they have been paraphrased	Frequency	Percentage
always	8	40
sometimes	3	15
occasionally	4	20
never	5	25
total	20	100
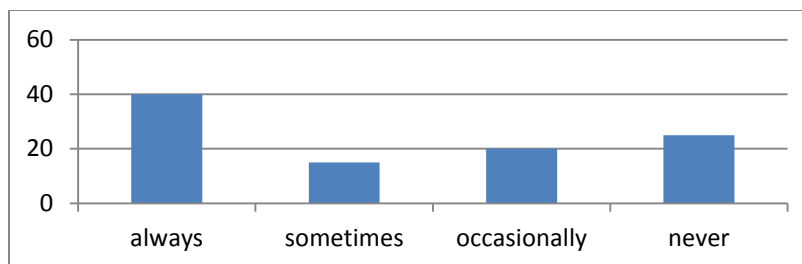
Figure 8: Withdrawing quotation marks and changing some words to show they have

been paraphrased

7. Writing whole/part of the paper by someone else and submitting that paper

Writing paper by others and copying from peers

Item 7, 9, 10 were made to be informed whether they write their paper themselves. It is seen that nobody asks someone else to write the part or whole of their paper always and also sometimes and submit that paper to their teacher. But 45% students do this act occasionally and 55% students show complete denial of it. No one also always copy from peers but 20% sometimes and 60% occasionally do it and 20% never do it. In case of writing thesis statement by others we find nobody always do it but 10% students sometimes and 30% occasionally do it in preparing their paper. Most of the students deny it as 60% students do not adopt this way (see figure 7, 9, 10).

Writing whole/part of the paper by someone else and submitting that paper	Frequency	Percentage
always	0	0
sometimes	0	0
occasionally	9	45
never	11	55
total	20	100
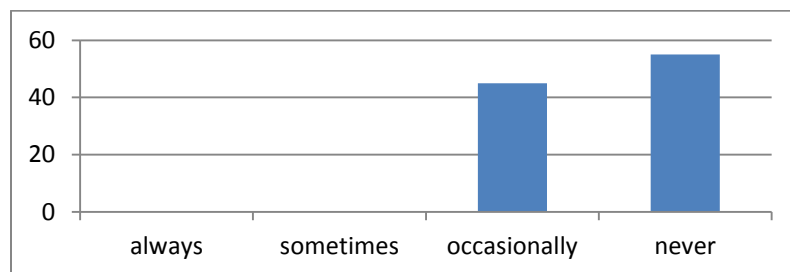
Figure 7: Writing whole/part of the paper by someone else and submitting that paper

9. Coping from peers

Coping from peers	Frequency	Percentage
always	0	0
sometimes	4	20
occasionally	12	60
never	4	20
total	20	100
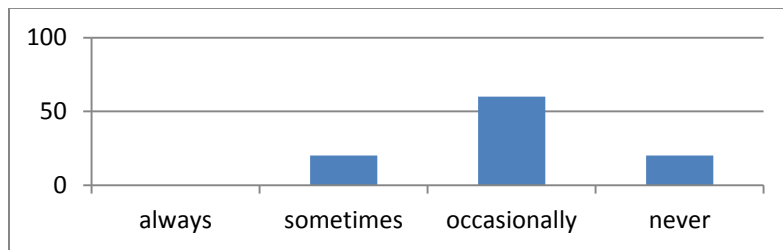
Figure 9: Coping from peers

10. Writing a paper but the thesis statement of the paper is written by someone else

Writing a paper but the thesis statement of the paper is written by someone else	Frequency	Percentage
always	0	0
sometimes	2	10
occasionally	6	30
never	12	60
total	20	100
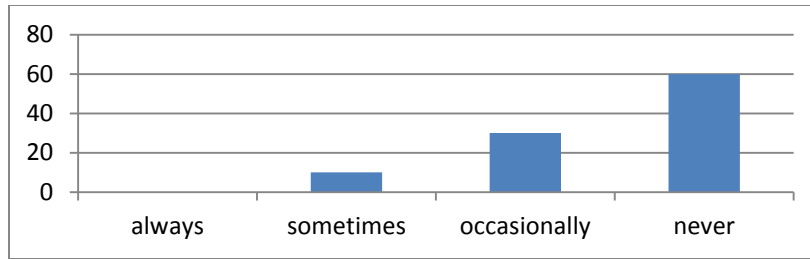
Figure 10: Writing a paper but the thesis statement of the paper is written by someone else

11. Not giving in-text citations but giving references at the end

No in-text citations but giving references

We designed item 11 to know about the use of in-text citation and referencing. It has come out that 30% students never give in-text citations but give references at the end and other 30% students also do the same thing sometimes. Though occasionally 15% students adopt this way, 25% completely do not (see figure 11).

Not giving in-text citations but giving references at the end	Frequency	Percentage
always	6	30
sometimes	6	30
occasionally	3	15
never	5	25
total	20	100
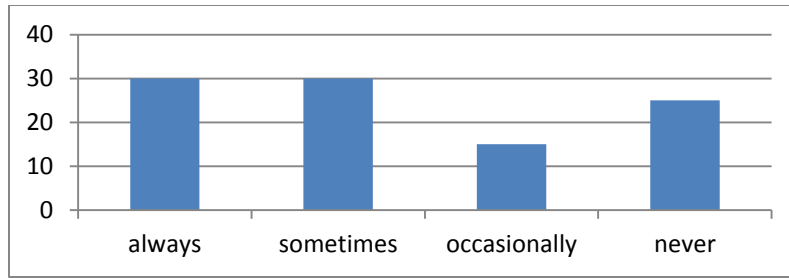
Figure 11: Not giving in-text citations but giving references at the end

12. Submitting the same paper for two different courses

Self-plagiarism

Item12 was done to know about their self-plagiarism. It is seen that nobody does this act always but 10% students sometimes do self-plagiarism. Though 20% students involve in self-plagiarism occasionally, 70% students never become self-plagiarized (see figure 16).

Submitting the same paper for two different courses	Frequency	Percentage
always	0	0
sometimes	2	10
occasionally	4	20
never	14	70
total	20	100
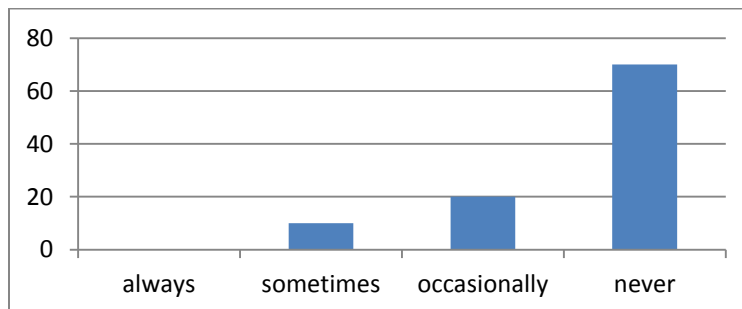
Figure 12: Submitting the same paper for two different courses

4.3.1. b. *Causes of plagiarism*

13. Knowing what is plagiarism

Knowing about academic writing mechanisms and plagiarism

Item 13, 14, 15, 16 and 17 were designed to know about their knowledge of the mechanisms of academic writing along with process writing and plagiarism issue. They have informed us that they (65% students) know what plagiarism is and about their university's policy but 35% students are ignorant of them. While 55% students know about process writing (planning, drafting, editing, revising etc.), 45% students are not aware of it. And where 65% and 45% students know what is paraphrasing, summarizing and synthesizing and know how to quote and cite respectively, 35% and 55% students do not know about them (see figure 13, 14, 15, 16 and 17).

Knowing what is plagiarism	Frequency	Percentage
yes	13	65
no	7	35
total	20	100
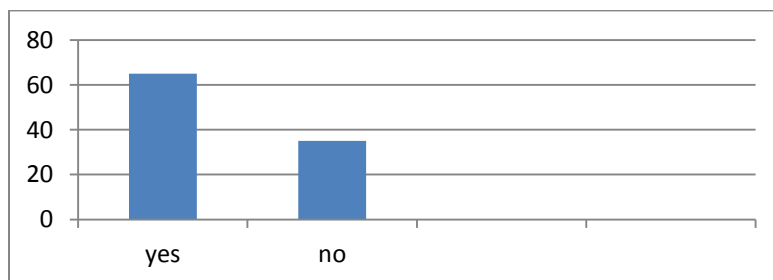
Figure 13: Knowing what is plagiarism

14. Knowing own university's policy about plagiarism

Knowing own university's policy about plagiarism	Frequency	Percentage
yes	13	65
no	7	35
total	20	100
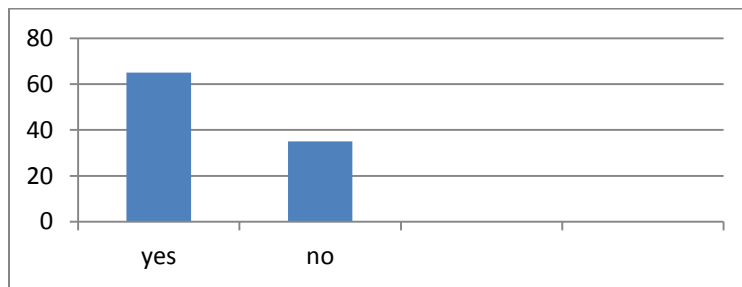
Figure 14: Knowing own university's policy about plagiarism

15. Knowing what is process writing

Knowing what is process writing	Frequency	Percentage
yes	11	55
no	9	45
total	20	100
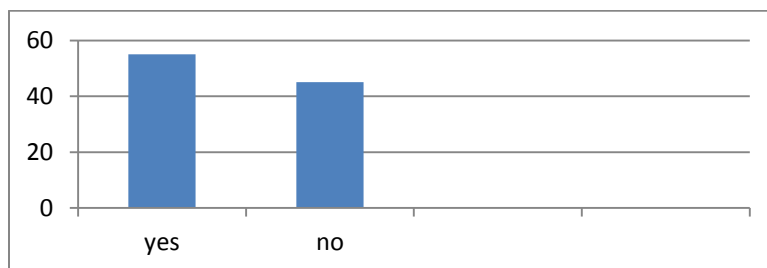
Figure 15: Knowing what is process writing

16. Knowing what is paraphrasing, summarizing and synthesizing

Knowing what is paraphrasing, summarizing and synthesizing	Frequency	Percentage
yes	13	65
no	7	35
total	20	100
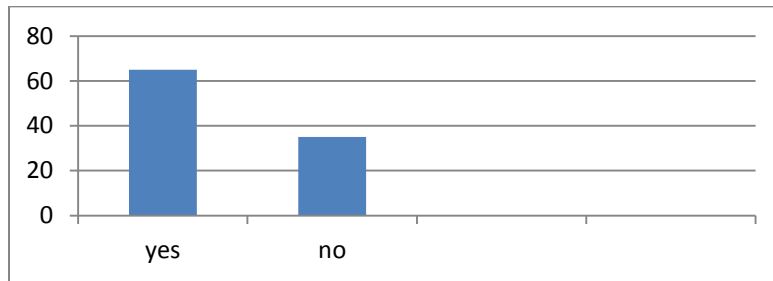
Figure 16: Knowing what is paraphrasing, summarizing and synthesizing

17. Knowing how to quote and cite

Knowing how to quote and cite	Frequency	Percentage
yes	9	45
no	11	55
total	20	100
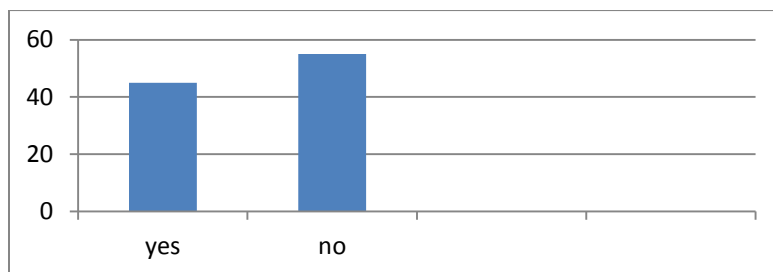
Figure 17: Knowing how to quote and cite

18. Writing a paper and asking somebody else to do proofreading or editing

Proofreading/editing/commenting the paper by others

Item 18, 19, 20 and 21 were designed basically to know whether proofreading or editing, commenting, getting feedback by others is done or not to revise a paper. Where 5%, 10% and 15% students receive always proofreading or editing, comment and feedback respectively from others in writing an academic paper, 15%, 35% and 25% students do the same task respectively sometimes. 15%, 15% and 20% students occasionally do the same act respectively but 65%, 40% and 40% students completely unaware of it respectively (see figure 12, 13, 14, 15). 25% students always check the paper which has been proofread or edited, commented and revise accordingly, 15% students do the same thing sometimes. 10% students occasionally do it, 50% students completely deny it (see figure 18, 19, 20, 21).

Writing a paper and asking somebody else to do proofreading or editing	Frequency	Percentage
always	1	5
sometimes	3	15
occasionally	3	15
never	13	65
total	20	100
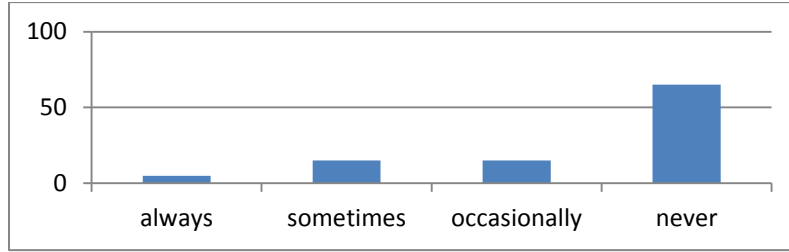
Figure 18: Writing a paper and asking somebody else to do proofreading or editing

19. Writing a paper and asking somebody to comment on the paper

Writing a paper and asking somebody to comment on the paper	Frequency	Percentage
always	2	10
sometimes	7	35
occasionally	3	15
never	8	40
total	20	100
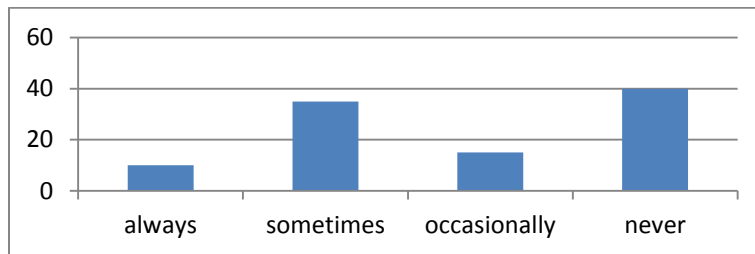
Figure 19: Writing a paper and asking somebody to comment on the paper

20. Writing a paper and asking somebody to give feedback to the paper

Writing a paper and asking somebody to give feedback to the paper	Frequency	Percentage
always	3	15
sometimes	5	25
occasionally	4	20
never	8	40
total	20	100
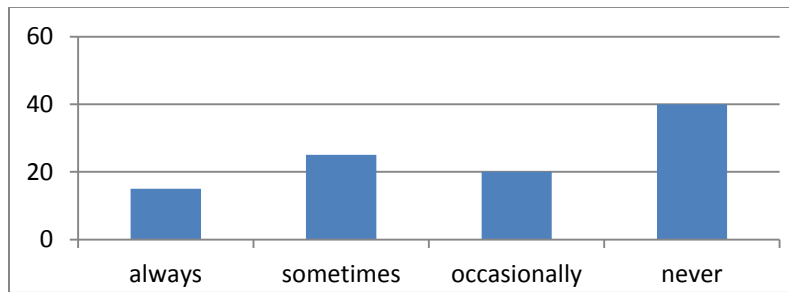
Figure 20: Writing a paper and asking somebody to give feedback to the paper.

21. Checking the paper which has been commented, edited and revised

Checking the paper which has been commented, edited and revised	Frequency	Percentage
always	5	25
sometimes	3	15
occasionally	2	10
never	10	50
total	20	100
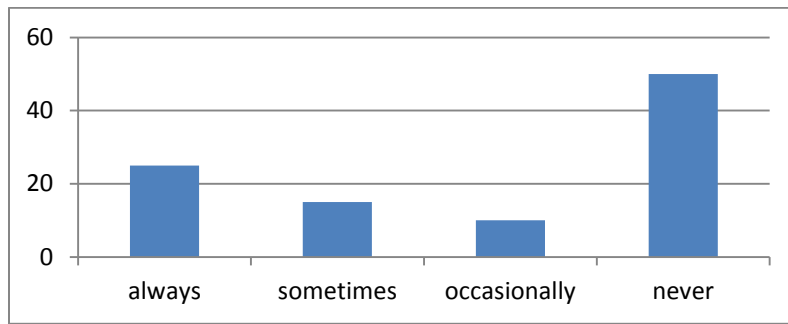
Figure 21: Checking the paper which has been commented, edited and revised

22. Giving instruction on plagiarism and its avoidance by teacher

Instruction on plagiarism and its avoidance

We made items 22 and 23 to know whether teacher gives instruction about plagiarism and its avoidance and students follow them accordingly or not. 35% students inform us that teacher always gives instruction on plagiarism issue and its avoidance and 30% students say sometimes and 15% students say occasionally but 20% students say teachers never give instruction on them. Though teacher gives instruction but 15% students always do not follow them and 35% students also do the same sometimes. And where 20% students occasionally do not follow them 30% students completely deny it (see figure 22, 23).

Giving instruction on plagiarism and its avoidance by teacher	Frequency	Percentage
always	7	35
sometimes	6	30
occasionally	3	15
never	4	20
total	20	100
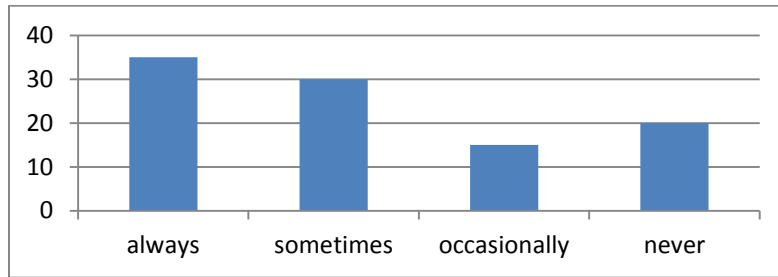
Figure 22: Giving instruction on plagiarism and its avoidance by teacher

23. Giving instruction by teacher but not following by me

Giving instruction by teacher but not following by me	Frequency	Percentage
always	3	15
sometimes	7	35
occasionally	4	20
never	6	30
total	20	100
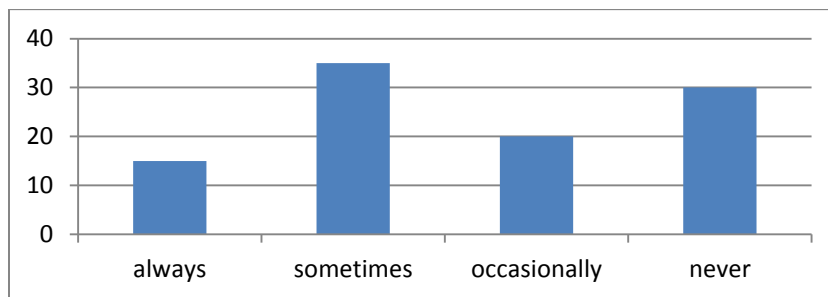
Figure 23: Giving instruction by teacher but not following by me

24. Giving more emphasis on grammatical accuracy by teacher but not on the citation rules

More emphasis on grammatical accuracy

Item 24 was designed to know on what issue teacher gives more emphasis-grammatical accuracy or citation/referencing rules? 25% students admit that teacher always gives more emphasis on grammatical accuracy rather than citation or referencing rules and 20% students say sometimes and 25% students say occasionally teacher do the same. But 30% students do not agree with this opinion (see figure 24).

Giving more emphasis on grammatical accuracy by teacher but not on the citation rules	Frequency	Percentage
always	5	25
sometimes	4	20
occasionally	5	25
never	6	30
total	20	100
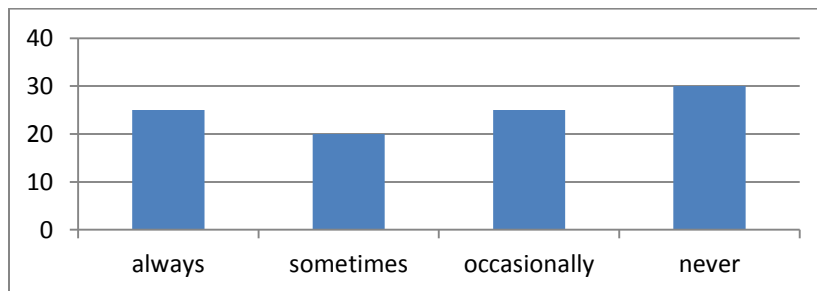
Figure 24: Giving more emphasis on grammatical accuracy by teacher but not on the citation rules

25. Being confident about the quality of own writing

Confidence in own writing

Item 25 was of knowing their confidence in their own writing. 20% students always, 30% students sometimes and 10% students occasionally are confident about their own writing. But mentionable numbers of the students (40%) are not confident enough about the quality of their own writing (see figure 25).

Being confident about the quality of own writing	Frequency	Percentage
always	4	20
sometimes	6	30
occasionally	2	10
never	8	40
total	20	100
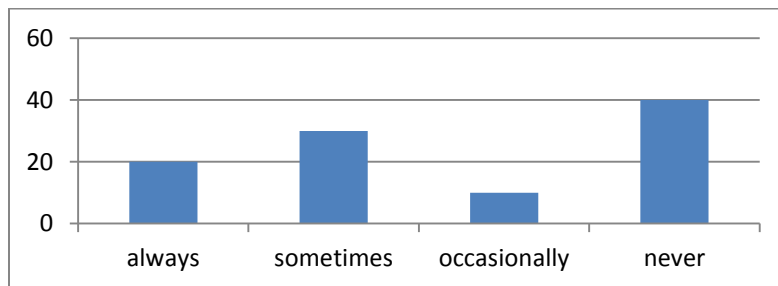
Figure 25: Being confident about the quality of own writing

26. Copying from different sources to get good grades

Temptation to get good grades

Item 26 indicates that a large number of students (55%) always plagiarize from different sources because they want get good grades, 10% students sometimes plagiarize and 25% students occasionally do it for the same purpose. And a less number of students (10%) give complete denial of it (see figure 26).

Copying from different sources to get good grades	Frequency	Percentage
always	11	55
sometimes	2	10
occasionally	5	25
never	2	10
total	20	100
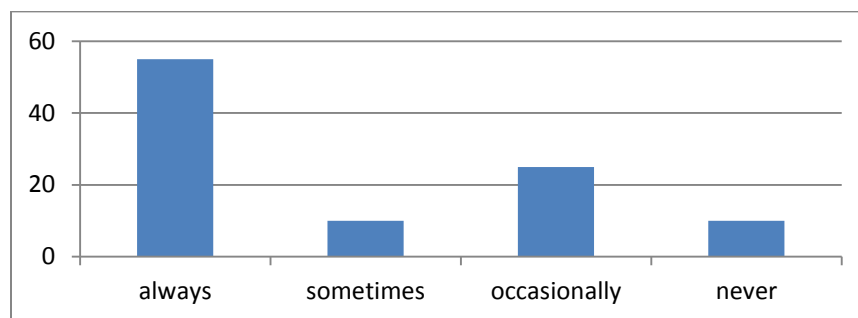
Figure 26: Copying from different sources to get good grades

27. Giving enough time by teacher and managing that time properly to prepare assignments

Time management skill

Item 27 was designed to know how much time teacher gives students and how much students can manage that time in preparing their assignments. 30% students say teacher gives always enough time and they can use that time properly and 65% students say so sometimes. Where 5% students opine the same thing occasionally, 0% student does not think so (see figure 27).

Giving enough time by teacher and managing that time properly to prepare assignments	Frequency	Percentage
always	6	30
sometimes	13	65
occasionally	1	5
never	0	0
total	20	100
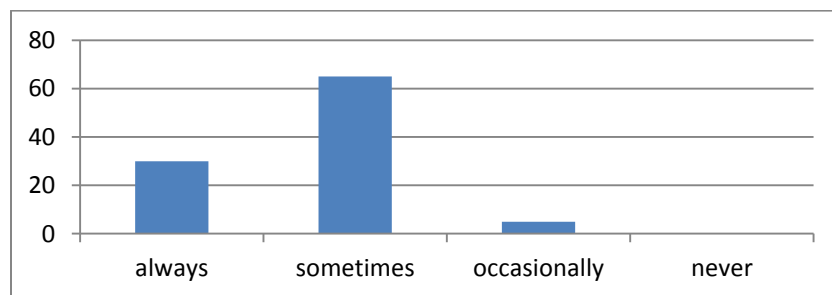
Figure 27: Giving enough time by teacher and managing that time properly to prepare assignments

28. Saving time because of being very much busy with job/other social works

Saving time because of being very busy

    Item 28 was designed to know whether students' tendency to save time because of being very much busy with job and other social works lead to copy and paste or not. In the analysis part we will make cross connection with the item 1 to know the fact. Anyway, 45% students want to save time because of their business with the job and other social works and 20% students sometimes and 25% students occasionally do the same thing but 10% students do not agree with the point (see figure 28).

Saving time because of being very much busy with job/other social works	Frequency	Percentage
always	9	45
sometimes	4	20
occasionally	5	25
never	2	10
total	20	100
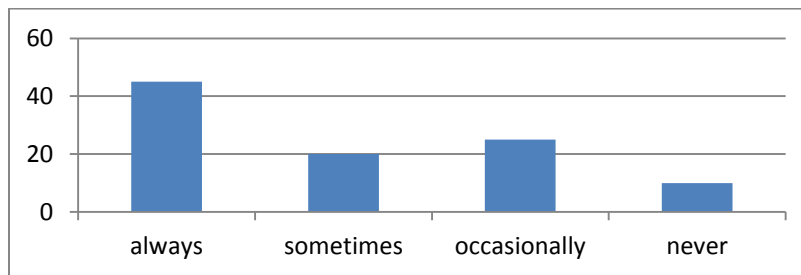
Figure 28: Saving time because of being very much busy with job/other social works

29. Finding assignments unimportant and uninteresting

Finding assignments unimportant and uninteresting

Item 29 was of knowing their perception about assignments assigned by the teacher. Here we find that no one seems their assignments uninteresting and unimportant always. 10% students sometimes and most of the students (65%) find their assignments unimportant and uninteresting. But 25% students completely deny it (see figure 29).

Finding assignments unimportant and uninteresting	Frequency	Percentage
always	0	0
sometimes	2	10
occasionally	13	65
never	5	25
total	20	100
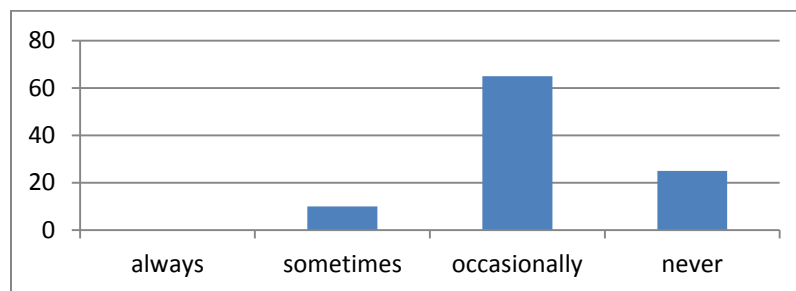
Figure 29: Finding assignments unimportant and uninteresting

30. Having plagiarized but teacher could not trace

Ability to trace the plagiarist by the teacher

Item 30 was designed to know the ability of teachers to trace the plagiarist. 35% students confess the fact that teacher cannot trace the plagiarist always. And 25% students also say sometimes and only 5% students say occasionally teacher cannot catch them when they prepare a paper through plagiarism. But 35% students deny this fact (see figure 30).

Having plagiarized but teacher could not trace	Frequency	Percentage
always	7	35
sometimes	5	25
occasionally	1	5
never	7	35
total	20	100
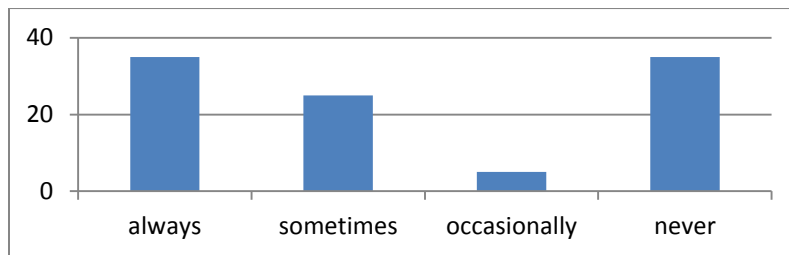
Figure 30: Having plagiarized but teacher could not trace

4.3.1. c. *Solution of plagiarism*

31. Wanting to know exactly what is plagiarism and its rules to avoid it

Knowing about plagiarism and its avoidance

Item 31, 32 and 33 were designed to know their decision of stopping plagiarism from their academic writing. It is really insightful that a large number of students (85%) wish to know exactly what plagiarism is and what are the rules to avoid it from their writing. Only a handful number of students (15%) do not want to know them. And they (95%) students think plagiarism is an unethical issue and the plagiarist must deserve punishment. Only 5% students do not think so (see figure 31, 32, 33).

Wanting to know exactly what is plagiarism and its rules to avoid it	Frequency	Percentage
yes	17	85
no	3	15
total	20	100
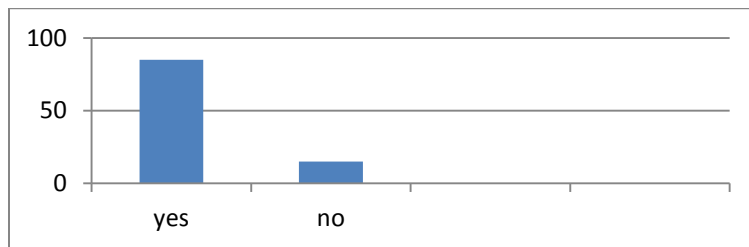
Figure 31: Wanting to know exactly what is plagiarism and its rules to avoid it

32. Thinking plagiarism is an unethical issue

Thinking plagiarism is an unethical issue	Frequency	Percentage
yes	19	95
no	1	5
total	20	100
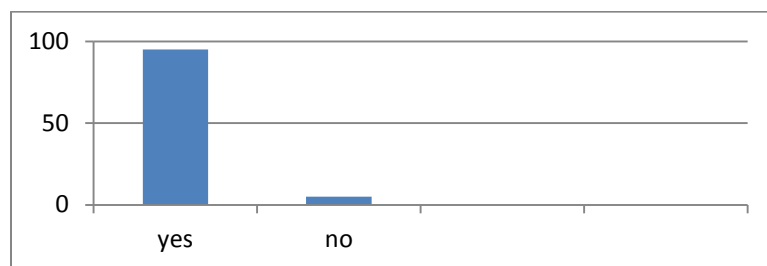
Figure 32: Thinking plagiarism is an unethical issue

33. Thinking the plagiarist must be punished

Thinking the plagiarist must be punished	Frequency	Percentage
yes	19	95
no	1	5
total	20	100
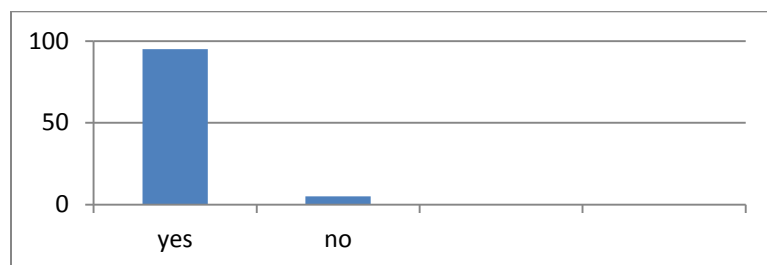
Figure 33: Thinking the plagiarist must be punished

4.3.2. Data analysis:

Upon a very close and careful analysis of the data, we derive to a point with no doubt that growth of online environment (i.e. internet and other social networks) promotes the growth of student plagiarism. As the concern is evident that only 10% students deny the fact of deliberate copying where most of the students do in different scales (always, sometimes, and occasionally). Besides, from the entire teachers' interview we have been ensured about that. So speculation of plagiarism through internet has created mayhem in students' writing as well as learning which clearly affects the academic integrity in an exacerbating way. It is also very detrimental that many students do not provide appropriate citation when they copy other's words and ideas. Roig (2010) also attempted to describe the same scandal where 30 theses and one doctoral dissertation at the University's Department of Mechanical Engineering at Ohio University "were found to contain unattributed verbatim text" ("Graduate Education Implications,"). Later on, two university officials found "rampant and flagrant plagiarism" by graduate students in the mechanical engineering department through a review (Powers, 2008). So, unattributed verbatim texts are acceptable or we can say common practice in education arena. But still it is hopeful that 30% students feel to attribute citation always in our context.

It is also noteworthy that many students are involved in plagiarism through a different extent of copying (copying only some sentences to whole paper). Especially it is a kind of shock when 35% students occasionally copy the whole paper. Some teachers also in interview see it as very surprising. Now we need to rethink- what is the loss behind this big offence. Whole paper copying is like a building without foundation. We cannot build a castle in the air. Or simply we can express the state that with A to Z lying and '0' learning no knowledge can be built or created which further can be a very threat or risky for writing, the very important skill of a language. On

the other hand, it is also a matter of hope that 65% students do not deliberately copy the whole paper. We need to prolong this hope to cover or reduce 'the whole copying misconduct' to create a genuine product in our students' writing.

Most of the students do not have appropriate sense of paraphrasing and also the distinction between good paraphrasing and bad paraphrasing. We have found that most of the students try to paraphrase but do not cite; bring some changes in and around sentences or paragraphs and though give no in-text citations but give references. All these also happened in their written document submitted to me and written for my research purpose. But these things do not mean the meaning of paraphrasing at all. It is vividly expressed that "apart from the changes in organization, wording, and sentence structure, the paraphrase should be nearly identical in meaning to the original passage (Dell, 2014, p 67)." Now if anybody argues that plagiarism is a way of learning new knowledge and the words borrowed from others are better than his/her own words and if he/she does not "borrow" the expressions from others, he/she can never move forward and learn something new, it will be a lame excuse. First of all, he has no right to show other's points as his own, though he can use them as his paper's support or back up with proper acknowledgement. Second, Dell (2014) thinks the necessity of paraphrasing arrives only "when the wording of the source is less important than the meaning of the source."

Most of the students do not choose others to write the part/whole or thesis statement and to copy from their peers. But occasionally a number of students prefer to do them. What are the consequences of it? There is a need to mention here the great Chanakya who said, "the path you choose to succeed doesn't matter, what matters is whether you have succeed or failed ". Maybe it sounds bad even though the copiers are only going to cheat themselves in the long run. Why? Because by taking the easy, short term path now to get good grades will affect the long term path

of applying knowledge they avoided by that short term approach. In practical field they are the eventual loser.

The self-plagiarism issue is not frequent in our country as 70% students have denied it, though some students have confirmed the issue. It seems that if teachers do not recycle the concept of assignment in assigning students, students also will not get opportunity to recycle their assignments submitted before.

What creates more contradiction is that where a large number of students (65%) claim to have sense of plagiarism issue, universities' policies about plagiarism, how to paraphrase, summarize and synthesize; and how to quote and cite (45%) and process writing (55%), then why most of the students plagiarize through internet and other sources and lack the proper knowledge of paraphrasing. Even incredibly a large number of students do not make their papers proofread or edited and commented by others and revise accordingly at all. More evidences are also found in their documents submitted to me. These information indicate that they are perpetuating them willingly. And it needs to emphasize that they have also problems or lacking in their knowing. They carry great confusion to differentiate when to paraphrase and when to summarize and when to quote.

At the same time, a mentionable number of students are totally ignorant about the outstanding outcomes of having knowledge about them. Again it gives proof that plagiarism falls into two categories- intentional and unintentional what most of the teachers also referred in their interviews.

Proofreading or editing, comments and feedback by others contribute a lot to finalize a paper with better revision. Though a less number of students are sensible to the former two

options but in case of the third one they show somewhat more interest. But it is crucial to note that a large number of students are completely unaware of the importance of these three things to make a paper more reflective. And it is also surprising that half of the students do not care about to follow or revise the commented and edited paper. Some ones may argue that why they should receive proofreading or editing, comments and feedbacks from others. Are they themselves not enough? Probably the answer 'no'. Because if we give it to others they will look at it with fresh eyes in different perspectives which will help us to improvise in different issues of our paper like in the content, organization, gaps in developing ideas, style, spelling, punctuation marks, grammar etc. which may not be possible skillfully in a single perspective alone.

Now it will pay our attention to the teacher's role and responsibilities to reduce this academic theft. It has been reported from the students that some teachers give instructions on this issue and some do not. And though teachers give instruction many students do not follow. One teacher also observed the same thing- "they hear but do not follow" and "they are the majority". Most of the students reported that teacher emphasizes more the grammatical accuracy rather than citation. In addition though more students plagiarize but teacher could not trace. What are the reasons? To find out the answers we need to go back to our society's practice as well as academic long practices. It seems that for a long period of time it is quite acceptable to our context of country. As one teacher worthily said we are happy with our "minimum requirement" and most of the teachers said now it is a part of our culture practices. Another fact is that many teachers themselves are not fully fledged about the academic writing rules and plagiarism issue. So, standing in this platform there is a need to raise a question- where teachers themselves are not aware about this issue, how can they make learners aware about the pitfalls of plagiarism?

If we cross connect the item 22 and 25 with the item 1 and 2, we find that who are not confident enough in their quality of writing and who are too much busy with their job and other social works they choose to plagiarize more. In that case teachers need to be more cautious to feel the fact that they cannot always expect high quality writing from less proficient student writers. They need to honor individual writing whatever it is. They need to give more focus and work as well on how to improve their writing discarding their flaws gradually. And for the busy student writers we want to be somewhat strict in my voice that -do not seem your writing as well as learning as secondary one. Life means business. It is not impossible to run two or three tasks at a time if someone is determined. Now people are usually multi-tasked. If we categorized us as students, there is no alternative of preferring learning.

Poor time management skill is not so frequent in our academia because most of the students report that teacher gives sufficient time and they can manage that time properly. Then why do they plagiarize? Mostly because they do not want to devote their time or simply they do not intend to invest their effort to do work hard as teachers and researchers also think.

One of the strongest points to be responsible to cause student plagiarism is that most of the students tempted to acquire good grades. From everywhere (i.e. teacher's interview, researchers' view, students' self-report through questionnaire based Likert scale) there has arrived the evidence of it. Desire to get good grade is not bad itself but to which approach we are adopting or inclined to achieve our purpose, we need to reconsider that thing deeply. Instead of choosing the dishonest way better we can motivate our students to choose the honest way to meet the same purpose. In the same time we need to cater some changes in our cultural established viewpoint by sensing that good grade is not all. Rather applying the knowledge is more important.

To another finding there is a need to address our focus that 65% students occasionally find their assignments unimportant and uninteresting. It creates an alert for the teachers. Teacher needs to find out the answer of the question- why do the students perceive their assignments unimportant and uninteresting? It is expected to agree with Brookhart (2012) who said that assignments should be aligned with clear aim matched with course goal. Teachers need to make students perceive that aim or goal with his clear and constructive instruction. They need to make them understood that an assignment is not a written record only rather it communicates and of course it has an evaluative value. To support this point he has proposed us a checklist presented below for judging the quality of an assignment. No doubt it is not a fixed checklist, a lot variations may exist depending upon the teachers and course goals. But it will help us to understand one of the outlines of judging the quality of assignments.

Fig. 1: Creating Quality Classroom Assignments

Assignment: _____

Learning target (objective): _____

_____

Qualities of Good Classroom Assignments	**Answer** *Yes* or *No*	**Comments:** If *yes*, give evidence. If *no*, how will you revise?
Content match with learning target	Does the assignment require the student to use the content specified by the learning target?	

	Yes _____ No _____
Cognitive process match with learning target	Does the assignment require the student to use the cognitive processes specified by the learning target?
	Yes _____ No _____
Clear to students	Would the student know what to do for all aspects of the assignment?
	Yes _____ No _____
Criteria for evaluation	Are the criteria for evaluating the assignment given, and are they clear?
	Yes _____ No _____

Source: From *Formative Assessment Strategies for Every Classroom, 2nd Ed.* (p. 27–31), by S. M. Brookhart, 2010, Alexandria, VA: ASCD. Copyright 2010 by ASCD.

Almost everyone has chosen the path of stopping plagiarism through knowing exactly what it is and what are its rules to avoid it. The participants see plagiarism is an unethical issue and the plagiarist must deserve punishment. Only a handful number of students show incompatibility with this opinion. Maybe because of they think they know about them well. However, we can appreciate the large number of students' good intention. Though we have no plagiarism checker at present but we can here recall some important suggestions from teachers like creating awareness, employing proper training on academic writing mechanisms and plagiarism, engaging in more studying, developing critical thinking etc. to reduce this daunting challenge of academic thieving scumbags.

4.4. Data findings and analysis from students' documents

4.4.1. Data Findings:

After making a very close observation and analysis of students' documents there has derived 12 categories into which students' frequent forms of plagiarism will get discussed. They will be presented below from most frequent form to least frequent form.

1. *Original work*: It is really grieved state that there was not found any work (submitted for this thesis purpose) meaning original.

2. *Exact copy without citation*: Most frequent form of plagiarism falls into this category. There are many proofs in favor of this claim. Such as-

   a. Not only some sentences, most of the student copied different paragraphs deliberately from two or three sources without citation.

   b. We found more as it is paragraphs in the assignments of three students. For example, it was astonishing that students 'X', 'Y' 'Z' wrote same thing for one of the paragraphs copying from internet which is – "Classrooms are social settings; teaching and learning occur through social interaction between teachers and students. In classrooms as few as two people can form groups, as long -as the paired individuals have mutual influence through communication and mental contact. When the teacher engages the whole class in a learning activity common to all, then everyone forms into a single group."

   c. Two students copied whole paper from one source. What they did, they just discarded few lines from the source, otherwise the rest of the paper is same.

d. Some students also copied the in- text citation and references as well put in the other paper.

For example,

"The use of pair work and studying its outcomes have been a controversial issue for many teachers and researchers for the past two decades or so (Baleghizadeh, 2007, 2010; McDonough, 2004; Shimatani, 1986; Storch, 2001)."

Here, the lines and citation are copied from others directly.

e. Some students had no sense of completion of sentences. For example, one student stopped in the last line of conclusion after writing -"The system is excellent instead of some drawbacks of the..."

f. One student mentioned of a table in the paper but in the preceding paragraphs there was no existence of table.

g. Another student mentioned of "she" in a paragraph but in the preceding lines or paragraphs there was no reference of -who is she.

3. *Bad paraphrasing (near copy) without citation:* The second most frequent type of plagiarism was their bad paraphrasing (near copy). That means they changed few words here and there of sentences. For examples,

a. One student wrote-"They can create a more secure and positive classroom atmosphere" (bad paraphrased) where the original sentence is-
"SGW and PW create a more secure and positive classroom atmosphere" (original expression). Here, only the three words (SGW and PW) underlined in the original sentence have been changed.

b. In one sentence half paraphrasing plus half exact copy was done. For example,"
    <u>Sometimes they are necessary to feel</u> a secure and positive classroom atmosphere in
    the classroom." Here the underlined portion is paraphrased but the rest of the sentence
    is exact copy.

c. In one sentence half was put in quotation mark and half was not. But the whole
    sentence was done through deliberate copying. For example, "But <u>"making error is</u>
    <u>natural"</u> which many students easily cannot understand." Here the underlined word is
    quoted only but the whole sentence is borrowed from other.

d. Where first line was paraphrased without citation, the following lines in a paragraph
    were done through exact copy. For example, "<u>Using authentic texts in language</u>
    <u>classroom is useful to be relaxed in the classroom to feel home language experience.</u>
    However, it is important to try to create as genuine a language learning environment
    in the ESL/EFL classroom as possible." Here, the underlined sentence is paraphrased
    where the next is by exact copy from other.

e. In another case only the first line of each paragraph was paraphrased where the rest of
    the lines of each paragraph were exact copy of others. For example, "<u>They help to</u>
    <u>promote the amount of STT (Student Talking Time) decreasing the amount of</u>
    <u>TTT(Teacher Talking Time).</u> Long and Porter (1985) estimated that in a 50 minute
    lesson with 30 students, if the students talked only to the teacher, they would get 30
    seconds of talking time per lesson. They calculate that this equals "just one hour per
    student per year" (p. 208). Therefore using SGW and PW quite simply substantially
    increase the opportunities the students get to speak English." Here the underlined
    sentence of the paragraph is only paraphrased but the rest of the followings are not.

f. Using a source several times, but only pointing it out once is also seen.

4. *Exact copy with citation*: Exact copy with citation was also another more frequently occurring form of plagiarism in our students' writing. For example, "Some monolingual classes readily use their mother tongue instead of the target language, particularly where discussion is animated and even more so when the teacher shares the same L1. It is not surprising that interacting in English in these circumstances may initially be perceived as artificial (McDonough and Shaw, 2004)." Here the total paragraph is exactly copied though it has been cited.

5. *Bad paraphrasing (near copy) with citation*: Some students also adopted this kind of cheating very often. As for an instance one student wrote, "They help teachers to create a positive and secure environment making learners' to work relaxedly with their peers. They help them to reduce their shame and affective filters (Martine, 2006 and Mcdonough and Shaw, 2004)". Here though the lines have been cited but the lines are very close to the production of the original author.

6. *Wrong use of quotation:* Another more frequent type of plagiarism was that they did not know how to use a quotation properly. They put quotation mark for the quote speech but did not cite the original author along with date and page number. For example, one student wrote −"They get more opportunity to exchange their information, ideas through "agreeing, disagreeing, negotiation of meaning and clarification"." Here the underlined portion is though quoted but not given the credit to the original author.

7. *No in-text citation and no references:* Most of the students did not provide both citation and reference as well in writing their assignments.

8. *In-text citation but no references:* Another frequent form of plagiarism was that though they gave in-text citation but did not give references at the end in writing assignments. But it needs to be noted that who cited other sources, some do not know how cite exactly. For example, one student wrote –"Penny Ur recommends…" (Here though they gave author name but did not mention "year").

9. *Paraphrasing without citation:* Some students made nice paraphrasing but they performed the task without acknowledging the original author. For example, one student paraphrased "When students involve themselves with small group work and pair work, they get more time to talk each other, to communicate each other which decreases the amount of teacher talking. But it does not mean that the teacher is not necessary in that class; here teacher works as a facilitator."

   The original paragraph is – "Long and Porter (1985) estimated that in a 50 minute lesson with 30 students, if the students talked only to the teacher, they would get 30 seconds of talking time per lesson. They calculate that this equals "just one hour per student per year" (p. 208). Therefore using SGW and PW quite simply substantially increase the opportunities the students get to speak English."

10. *Giving in-text citation and references:* Only one student gave both in-text citation and references.

11. *No in-text citation but giving references at the end.* Only a small number of students fell into this category. Here also we found some wrong use of referencing. For example, one student wrote the references this way- "McDonough and Shaw, 2004. Materials and methods in elt." Martine, 2006). The advantages and disadvantages of using small group work and pair work." Here they did not follow APA or MLA or the other accepted format

12. *False citation:* Only a handful number of students showed this form of plagiarism. For example, one student very trickily used the false citation in the middle of the paragraph- "SGW and PW, that it can be a bit frightening at first. Mcdonough and Shaw in 2004 think by introducing SGW and PW in small doses both teachers and students will soon see the benefits of these activities." But, the extract is from the original author, Martin (2006).

4.4.2. Data Analysis:

Diverged number of forms of plagiarism can be found in students writing. Not only the forms are diverged but complex too. Concealing the original source is the main strategy especially in case of deliberate copying whether it happens willingly or accidentally. But when a person writes a paper through deliberate copying with citation, it means that whether he/she has done the crime to cheat readers to mean paraphrasing or he/she may know that he/she needs to cite only when we directly copy from others.

If we analyze the data deeply, we will see most of the time they involve in cheating intentionally especially in case of deliberate copying of a whole paper along with other's given citation and references, half paraphrasing half exact copy with or without citation, in a whole direct copying sentence half is putting in quotation mark and half is not, making the only each first line of each paragraph paraphrased, using a source several times but pointing it once, false citation etc. For the deliberate copying they also show lack of integrating and developing the ideas properly especially sudden incomplete sentence, mention of "table" and "she" though there was no existence of them in the paper suggest this evidence(see the no. e, f, g examples in data findings above) what Martin (2005, p.2) also referred in the Literature Review (please see

the page no.10, 12).On the other hand, the rest of the forms of plagiarism like wrong use of quotation, nice paraphrasing with citation, giving in-text citation but not giving references and vice versa, not giving both citation and references, wrong use of citation and references etc. may be happened because of their lacking of proper knowledge of academic writing and avoiding plagiarism rules and regulations. Teachers also confirmed this issue through their interviews.

However, we cannot prolong these detriments (all forms of plagiarism whatever it is intentional or accidental) at all for the purpose of saving our valuable writing skill by the hands of our students. First of all there is a need to feel or raise our consciousness about why we need to avoid these forms of plagiarism. How will they affect our writing greatly? It is required to refer Brett & McKay (2014) to resolve this issue who reported that in 18th and 19th century, America taught schools children how to write well through the primary way, copywork. It was assumed that it would be a highly effective way to teach students proper grammar, punctuation, and syntax.

But they were wrong. It brought a highly bad impact on the students' writing; many students were inclined in just copying others' thoughts. During the 20th century, schools shifted their focus from the method, perceiving that "mere" imitation of others' production was not the best way to teach children how to write well. Instead, teachers sought to convey the overarching strategies that contributed for good writing and then let the students loose to produce it.

Besides, there is a need to make our students feel that original work does not mean just putting own created ideas; we can take help from others to support our paper, we can shun others' thoughts and ideas through agreeing, disagreeing, adding and rejecting etc maintaining

the rules and principles of academic writing. They can use them just to gather proofs in favor of establishing our paper.

There was not found any single original paper from our students. They involved in plagiarism implying too different and tricky ways. Then what is the learning out of their papers? There emerges to again remember the saying of Posner (2007) who said plagiarism "prevents learning" to answer this question. It needs to say how much time and brain they waste to plagiarize; they can use that plodding in retaining the glory of healthy writing.

So, plagiarism is not a sexiest task, at least it is clear from the above discussion. Writing is not just putting words in the paper maintaining grammar properly. It means more than that. Writing should get its communication. It means interplaying with the language to get the real pleasure and real power of language. It is very much meditative. But our students are not devoted to invest their time in deliberate practice of improving their writing what is one of the causes of plagiarism by our students as researchers and teachers said (please see the page no.9, 22 above).That is why Gray-Grant (2013) put the main tenets of deliberate practice analyzing the *Outliers* by Malcolm Gladwell, *Talent is Overrated* by Geoff Colvin, or *Moonwalking with Einstein* by Joshua Foer as follows-

- Hard work is more important to success than talent.
- Lack of natural ability is *never* an adequate excuse.
- The hard work is vastly time consuming (requiring 10,000 hours according to Gladwell).
- The *type* of work you do is even more important than the volume of it.
- Your work must explicitly address your own weaknesses and deficiencies.
- Your work must have clear objectives and goals.
- You are far more likely to succeed with a coach, teacher or mentor.

- You must be highly motivated.

4.5. Overall critical reflection on collective data

Through keen-eyed discussion on all data overall it has been generated that plagiarism is a mortifying form of academic misconduct. Behind this misconduct the use of the internet as primary source of collecting relevant information is the main option by our graduate students. It seems quite perplexing that students employ different varied forms of plagiarism such as deliberate copying only some sentences to whole paper intentionally and unintentionally. A huge number of students completely devoid of having sense of proper paraphrasing, summarizing, quoting and process writing skillfully which promote the growth of this academic dishonesty. Besides lack of awareness of its bad consequences and not imposing harder punishments are also responsible of extending this big offence. Still we bear ignorance about it in detail as it is a part of our acceptable culture practices. But we cannot prolong this deadly offence. To strive a new original voice in their writing it is expected to create more awareness on plagiarism issue, academic writing and development of critical thinking, conceptualization of ideas and metacognition.

Anyway, some findings from this study prove the findings of researchers put in literature review and also some new findings has been come out which uncover the necessity of inquiry that include

- ➤ Repeating the work with more samples in wider timeframe
- ➤ Repeating the work with more samples in public universities' graduates in wider timeframe
- ➤ Supporting the work with more relevant literature and finance

➢ Conducting the work with more English faculty respondents to know about plagiarism issue and academic writing

➢ Conducting the work with more samples to know about academic writing in detail.

Conclusion:

Data interpretation process has helped us to assign meanings to the collected information and determine significance and implications of the findings. The steps involved in data interpretation are a function of the type of collected information and provide a structure for the organization of the data and a focus for the analysis. And overall critical reflection of the data has helped us to understand the summary of the data at a glance. In the next chapter pedagogic implications of the findings will be focused.

Chapter 5: Pedagogic Implications and Recommendation

Introduction:

This chapter will present the significance of findings and the application of the findings. It will propose some solutions and suggestions considering all the data found from this research to control plagiarism from our students' writing.

5.1. Implications:

The findings of the study will help in the following ways-

- Learners will be benefited knowing what plagiarism actually means and what its types are and how to avoid it to be good writers.

- Learners will see writing as a process not as a product.

- Teachers also will be benefitted to write their own academic paper.

- Teachers and trainers will rethink on what assignments and instructions can be given to prevent plagiarism from students' writing and how to check their papers.

- Syllabus and material producers can consider factors affecting writing by plagiarism while preparing materials and syllabus.

- Researchers may be encouraged to do further research on plagiarism issue.

5.2. Recommendations:

a. Very importantly the teacher needs *training* on theoretical knowledge associated with plagiarism and its types and consequences are. They need to know what the rules and mechanisms of writing are and how much we are applying them in our writing. If the teachers can be trained well the rules of citation , referencing, paraphrasing, synthesizing, summarizing and so on, then the teacher will be able to transfer their learning and

experiences into learners and make them practice and then he can expect his learners to write in an organized, confident and a systematic way employing their best knowledge.

b. Students need to evaluate and analyze sources fully. Wood (2007, p.237) remarks, "Students do not critically analyze information, particularly web-based sources. All information is equal, truthful, and has the same value? free and available?"

c. To write with recursion we need to maintain reading writing connection. Reading also needs to be done recursively. Otherwise learners' thinking and cognitive ability will not be developed which will affect learners' writing as well.

d. Weekly or monthly conferencing can be ensured to know their problems regarding writing and extending their knowledge and their needs and suggestions to stop plagiarism promoting writing.

e. Sometimes student- initiated or student-chosen topic can be given for giving them democracy and autonomy for encouragement, motivation and confidence.

f. Learners also need training on the different rules and mechanisms of writing including giving citation, references, paraphrasing etc. They will not acquire these rules alone or only through instructions. They need more and more practices. Niesen (2007), in "Plagiarism: The New Plague" states "I cannot tell you how many times I have been lectured about the evils of plagiarism, but teachers spend twice as much time *lecturing* about plagiarism than actually teaching students how to *avoid* plagiarism".

g. We know writing workshop is a good method of writing. Here language is learnt as a whole not as an isolated or chopped up element. Peha (1995) states it is very much effective to help learners learn writing as a process. Lathop & Foss (2005 in Robillard &

Howard 2008) assert that teachers need to work with their students throughout the writing process. It limits the scope of memorization as well as plagiarism.

h. No matter how much time and effort are spent on prevention, a certain number of suspected plagiarism cases may appear each semester. In these cases, the instructor can suspect plagiarism because of

- a difference in writing style, such as a dramatic change from poor grammar and syntax to one of perfection,

- or the writing is at a higher level of sophistication than the student's previous work,

- or the instructor may have recalled reading the writing elsewhere.

At this point the instructor may speak to the student and try to determine if plagiarism has occurred. Walker (2009) states for confirmation teacher can take cloze test and oral presentation on their (students') paper.

i. Rules of writing conventions and advocating plagiarism policy need to be put in course syllabi.

j. Doing plagiarism must be punished. In our country most of us are ignorant about this burning issue. But ignorance cannot be an excuse. North American schools give different punishments according to the level of crime; even suspend learners from school (Blass, 2008). With plagiarism detection software so readily available and in use, plagiarists can be caught. And more importantly, more publishing and campaign should be ensured to stop this crime.

Conclusion:

The basic knowledge with the findings has helped us to know what the significance of my study is and where we can apply this knowledge. The act of recommending some suggestions has helped us to call attention to the purpose of my study i.e. to avoid plagiarism by our students. These suggestions need not be taken as rigid advice; rather they can be taken as favorable counseling. In the last chapter an overall conclusion of the whole study will be presented.

Chapter 6: Conclusion

Plagiarism is simply cheating and this form of cheating takes a diverse and complex look especially when we are not aware of it. Every teacher opined through their interviews that more dependency on internet and students' unwillingness to work hard for academic writing along with other causes have promoted the plagiarism one step further.

We have observed both intentional and unintentional kinds of plagiarism in our students' writing. Upon a very close scrutinizing and analyzing students' written document we have found that students employ diverse and complex form of plagiarism intentionally and unintentionally. We have found that most of the time they are involved in cheating intentionally especially in case of deliberate copying of a whole paper along with other's given citation and references, half paraphrasing; half exact copy with or without citation, partial copying by putting quotation to selected portion, making only the first line of each paragraph paraphrased, using a source several times but pointing it only once, false citation etc. On the other hand, wrong use of quotation, paraphrasing with citation, giving in-text citation but not giving references and vice versa, not giving both citation and references, wrong use of citation and references etc. are the unintentional form of plagiarism.

So, from across the three tools (teachers' interview, questionnaire based on Likert scale, students' written document) we are sure about that lack of awareness about academic writing and plagiarism issue, deliberate copying without crediting the original author, bad paraphrasing and students' unwillingness to devote their time to make an original paper, universities' negligence to implement the plagiarism policy and lack of proper training on this issue are responsible for the growth of plagiarism. Major cases of plagiarism (only in the extreme cases) may result in a

reduced zero mark for that piece of work but students are not expelled from the course in our country. On the other hand, in the most serious cases, a student committing plagiarism may be excluded from the university and debarred from graduation, especially, we know in some universities in America and Australia, if plagiarism is detected after a student's graduation, their award can be changed or withdrawn.

However, we cannot allow this academic fraud to be continued or tolerated in education for long to spoil the important skill, writing. Plagiarism (even at the very least) may adversely affect our overall writing skill, our academic life as well as personal life. As teachers and learners we need to be very much aware of it and its adverse consequences and the remedial treatment (such as every teacher in interviews suggested about taking precaution, creating awareness, giving training, adopting plagiarism checker, imposing punishments etc. on this issue) to control it from our students' writing. This study suggests that there is the need of proper training on academic writing and plagiarism issue and further research on this issue in wider timeframe with more samples.

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Appendices:

Appendix A. Semi-structured interview questions for teachers.

Interview questions for teachers

1. Are you familiar with the term 'plagiarism'?
2. Please define plagiarism.
3. Do you think your graduate students plagiarize? If yes, please mention why they plagiarize.
4. Please, share with us about your university's policies about plagiarism.
5. How do you trace plagiarism in your students' writing?
6. What steps do you take to make students avoid plagiarism?
7. What suggestions will you give students to stop plagiarism?

Appendix B. Likert Scale based questionnaire for the students.

NB: **Please check (√) your criteria next to each statement.**

	A. FORMS/WAYS	always	some-times	occasi-onally	never
1.	While preparing my academic paper (e.g. assignment, homework, term paper etc.), I directly copy from books, internet and other sources.				
2.	When I copy from these different sources I cite them.				
3.	I copy only some sentences of a paragraph				
4.	I copy whole paragraphs				
5.	I copy whole paper				
6.	I paraphrase different sentences/ paragraphs but do not provide citations.				
7.	I ask someone else to write my whole or part of a paper and I submit that paper to my teacher.				
8.	I withdraw quotation marks and change some words around and in sentences to show they are my own words or they have been paraphrased.				
9.	I copy from peers.				

		yes		no	
10.	I write a paper but the thesis statement of the paper is developed by somebody else.				
11.	I do not give in-text citations but give references at the end.				
12.	I submit the same paper for two different courses.				
	B. CAUSES	yes		no	
13.	I know what is plagiarism				
14.	I know my university's policy about plagiarism.				
15.	I know what is process writing (planning, drafting, editing, revising etc.) including rereading, rewriting, re-revising etc.				
16.	I know what is paraphrasing, summarizing, and synthesizing.				
17.	I know how to quote and cite.				
		always	some-times	occasi-onally	never
18.	I write a paper and ask somebody else to do the proofreading or editing of the paper.				
19.	I write a paper and ask somebody to comment on my paper.				

20.	I write a paper and ask somebody to give feedback to the paper.				
21.	I check the paper which has been commented, edited and revise accordingly.				
22.	My teacher gives instruction about what is plagiarism and how to avoid it.				
23.	My teacher gives instruction but I do not follow.				
24.	My teacher gives more emphasis on grammatical accuracy but not on the citation or referencing rules.				
25.	I am confident about the quality of my own writing.				
26.	I copy from different sources because I want to get good grades.				
27.	My teacher gives enough time for completing the assignments and I can manage that time properly.				
28.	I want to save time because I am very much busy with my job and other social works.				
29.	I find my assignments unimportant and uninteresting				
30.	I have plagiarized but teacher could not trace.				

	C. SOLUTION	yes	no
31.	I want to know exactly what is plagiarism and what are the rules to avoid it from writing.		
32.	I think plagiarism is an unethical issue.		
33.	I think the plagiarist must be punished.		

- Please share anything which I did not mention in this chart.

Thank you for your cooperation.

Appendix C. Materials used for the written document